

Police/School Board Protocol

A Partnership for Safe Schools

June, 2016

TABLE OF CONTENTS

1. Parties to the Agreement.....	3
2. Statement of Principles.....	4
3. Introduction/Rationale for the Protocol	6
4. Role and Mandate of Police Services	9
5. Role and Mandate of School Boards	9
6. Definitions/Explanations of Terms	10
7. A Coordinated Approach to Violence Prevention.....	10
8. Occurrences Requiring Police Involvement or Response	12
9. Information Sharing and Disclosure.....	13
10. School Procedures for Reporting to Police	18
11. Initial Police Contact	19
12. School and Police Investigation of Incidents.....	19
13. Police Interviews of Students.....	24
14. Reporting of Children Suspected to Be in Need of Protection	27
15. Investigations Involving Students with Special Needs	27
16. Occurrences Involving Children Under Age 12.....	28
17. School Board Communication Strategy	29
18. Police/Board Protocol Review Process	30
19. Non-Incident-Related Police Involvement.....	31
20. School/Police Role in Violence Prevention Programs	31
21. Physical Plant Safety Issues.....	33
22. Community Threat Assessment Protocols.....	33
23. Emergency Planning and Threats to School Safety	34
24. Training.....	34
Appendix A – Glossary.....	35
Appendix B - Checklist When Reporting Violent Incidents to the Police.....	39
Appendix C - Responsibilities When Police Become Involved	40
Appendix D - Threats to School Safety - AP141	42
Appendix E – Bomb Threat and Explosive Incident Procedures	50
Appendix F - A Child in Need of Protection	56
Appendix G - Excerpt from Canadian Charter of Rights and Freedoms.....	58
Appendix H - Youth Criminal Justice Act Excerpts When Statements Are Admissible.....	60
Appendix I - Search and Seizure.....	65
Appendix J - Creating Safe Spaces: Responding to Student Threat Making Behaviour – A Staff Guide	67
Appendix K - Responding to Student Threat Making Behaviour: A Partner Guide.....	69
Appendix L – Ontario Regulation 472/07 Suspension and Expulsion of Pupils.....	71

SIGNATORIES FOR THE POLICE/SCHOOL BOARD PROTOCOL

Kingston Police
Belleville Police Service
Central Hastings O.P.P.
Frontenac O.P.P.
Napaneer O.P.P.
Prince Edward County O.P.P.
Quinte West O.P.P.
Stirling-Rawdon Police Service
Chair, Limestone District School Board
Vice-Chair, Limestone District School Board
Director of Education, Limestone District School Board
Chair, Algonquin and Lakeshore Catholic District School Board
Vice-Chair, Algonquin and Lakeshore Catholic District School Board
Director of Education, Algonquin and Lakeshore Catholic District School Board
Director of Education, Conseil des écoles publiques de l'Est de l'Ontario
Director of Education, Conseil scolaire de district catholique du Centre-Est de l'Ontario
Director, Provincial Schools Branch, Ministry of Education

Introduction

This document has been prepared for the following reasons:

- to ensure a consistent approach between school boards and police services;
- to promote dialogue and the establishment and maintenance of effective relationships between schools and Police based on cooperation and shared understandings;
- to address unique factors and/or considerations that may affect individual jurisdictions, and negotiate service-delivery arrangements accordingly.

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

It is important for schools and Police to respect the human rights of students under the Ontario Human Rights Code (the Code) in the context of this document. For more information, see www.ohrc.on.ca. Growing Success states that the development of learning skills and work habits is an integral part of a student's learning.

Purpose

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, and other positive behaviours and characteristics.

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

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

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 is the policy direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services that school boards and Police services 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 procedure on the investigation of offences committed by young persons 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 board and Police services have considered all relevant legislation and policies, including, but not limited to:

- Bill 157 – Keeping Our Kids Safe at School,
- Canadian Charter of Rights and Freedoms,
- Child and Family Services Act,
- Criminal Code,
- Education Act,
- Equity and Inclusive Education Policy,
- Freedom of Information and Protection of Privacy Act (FIPPA),
- Ministry of Community Safety and Correctional Services' Guideline
- Municipal Freedom of Information and Protection of Privacy Act (MFIPPA),
- Ontario Human Rights Code,
- Personal Health Information Protection Act, (PHIPA)
- Police Services Act (PSA)
- Provincial Offences Act (specifically Part VI, "Young Offenders"),
- Youth Criminal Justice Act (YCJA)
- Threats to School Safety Procedures,
- Child in Need of Protection Procedures, and
- Community Threat Assessment Protocols
- Fire Protection and Prevention Act (FPPA)
- Occupational Health and Safety Act (OHSA)
- Victims' Bill of Rights

1. Parties to the Agreement

Kingston Police
Belleville Police Service
Central Hastings O.P.P.
Frontenac O.P.P.
Napanee O.P.P.
Prince Edward County O.P.P.
Quinte West O.P.P.
Stirling-Rawdon Police Service
Chair, Limestone District School Board
Vice-Chair, Limestone District School Board
Director of Education, Limestone District School Board
Chair, Algonquin and Lakeshore Catholic District School Board
Vice-Chair, Algonquin and Lakeshore Catholic District School Board
Director of Education, Algonquin and Lakeshore Catholic District School Board
Director of Education, Conseil des écoles publiques de l'Est de l'Ontario
Director of Education, Conseil scolaire de district catholique du Centre-Est de l'Ontario
Director, Provincial Schools Branch, Ministry of Education

2. Statement of Principles

The terms of this agreement 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 fundamental rights of students, teachers, and staff pertaining to disability, race, creed, ethnic origin, and other prohibited grounds of discrimination under the Ontario Human Rights Code; and
- the need to support both rights and responsibilities.

3. Introduction/Rationale for the Protocol

The purpose and rationale for the protocol are to provide a clear understanding of the respective roles, procedures, and decision-making authority of both Police and school personnel including the following:

- to reinforce 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 to promote dialogue and the establishment of effective relationships between schools and Police based on cooperation and shared understandings;
- assisting in the greater safety and protection of students, teachers, staff, and volunteers in schools;
- encouraging constructive, ongoing, adaptive, and responsive partnerships between Police and the school community in areas such as violence prevention;
- facilitating appropriate sharing and disclosure of information in accordance with privacy laws, including FIPPA and MFIPPA;
- promoting joint consultation and partnerships between school boards and Police services on maintaining a safe school environment;
- ensuring that the obligations and requirements of both the educational and law enforcement systems are met;
- ensuring an equitable and consistent approach across a school board's jurisdiction in the way Police and schools respond to a school-related occurrence; and

- to address unique factors and/or considerations that may affect individual jurisdictions, and negotiate service-delivery arrangements accordingly. Caveat: While the intention of the protocol is for Police and school officials to work in cooperation, they may have separate duties and responsibilities with respect to students involved in criminal activities. In these circumstances, Police and school officials should review their respective policies and procedures for guidance and ensure appropriate cooperation so that each party's legal duties and responsibilities are fulfilled. More information about parallel investigations appears in section 11 of this document.

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

It is important for schools and Police to respect the human rights of students under the Ontario Human Rights Code (the Code) in the context of this document. For more formation, see www.ohrc.on.ca. Growing Success states that the development of learning skills and work habits is an integral part of a student's learning.

Purpose/Rationale

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, and other positive behaviours and characteristics.

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

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

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 is the policy direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services that school boards and Police services 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 persons 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 board and Police services have considered all relevant legislation and policies, including, but not limited to, the:

- Bill 157 – Keeping Our Kids Safe at School,
- Canadian Charter of Rights and Freedoms,
- Child and Family Services Act,
- Criminal Code,
- Education Act,
- Equity and Inclusive Education Policy,
- Freedom of Information and Protection of Privacy Act (FIPPA),
- Ministry of Community Safety and Correctional Services' Guideline
- Municipal Freedom of Information and Protection of Privacy Act (MFIPPA),
- Ontario Human Rights Code,
- Personal Health Information Protection Act, (PHIPA)
- Police Services Act (PSA)
- Provincial Offences Act (specifically Part VI, "Young Offenders"),
- Youth Criminal Justice Act, (YCJA)
- Threats to School Safety Procedures,
- Child in Need of Protection Procedures, and
- Community Threat Assessment Protocols.
- Fire Protection and Prevention Act (FPPA)
- Occupational Health and Safety Act (OHSA)
- Victims' Bill of Rights

4. Role and Mandate of Police Services

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

The roles and responsibility of the local Police service related to young people and the school community include:

- engaging and working proactively in partnership with school officials to ensure the effectiveness of this protocol;
- enforcing the Criminal Code, the Youth Criminal Justice Act, the Child and Family Services Act, the
- Controlled Drugs and Substances Act, and other federal, provincial, and municipal legislation and related regulations;
- upholding the duties legislated under s. 42 of the Police Services Act;
- assisting victims and perpetrators of crime;
- conducting law enforcement and criminal investigations;
- protecting public safety and preventing crime;
- assisting in the development of young people's understanding of good citizenship; promoting and fostering a reduction of crime, both against and committed by young people;
- providing information on community safety issues;
- diverting young people away from crime and antisocial behaviour; and
- working in partnership with other government and community-based organizations to support positive youth development.

5. Role and Mandate of School Boards (it should be noted that references to school board or board includes the Provincial Schools Branch)

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

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

The roles and responsibilities of the school board, principals, teachers, and school staff related to maintaining safe and secure schools (it should be noted that references to schools will also include, in most cases, the residences of the provincial and demonstration schools) include:

- clearly explaining the board's or Provincial Schools Branch's code of conduct to students and their families, 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;
- Ensuring 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 B);

- engaging and working proactively in partnership with Police officials to ensure the effectiveness of this protocol;
- complying with the requirements related to the duties of principals and teachers under the Education Act and regulations;
- complying with the requirements legislated under the Child and Family Services Act (e.g., duty to report);
- roles and responsibilities of the principal in conducting investigations of incidents for which suspension* or expulsion* must be considered under the Education Act, including the responsibility to take mitigating and other factors into account, as set out in Ontario Regulation 472/07;
- respecting the board's or Provincial Schools Branch's code of conduct, as required by the Education Act (s. 302);
- ensuring that resources (e.g. on drug awareness, progressive discipline, Threat Assessment Protocol,
- Traumatic Events Systems, on conflict resolution, on bullying prevention and intervention) are accessible to assist school staff in promoting a positive school environment with students and parents;
- developing policies on how to respond to crises, including a communications plan;
- ensuring that appropriate prevention and intervention strategies are available;
- providing staff with opportunities for acquiring the skills necessary to promote safe, equitable, and inclusive school environments; and
- developing an effective consultation mechanism for soliciting input from staff, students, parents, parent involvement committees (PICs), school councils, and Special Education Advisory Committees (SEACs) in the development of local protocols.

Principals, in particular, have a responsibility to conduct investigations of incidents for which suspension* or expulsion* must be considered under the Education Act, including the responsibility to take mitigating and other factors* into account, as set out in Ontario Regulation 472/07.

6. Definitions/Explanations of Terms

Appendix A provides definitions of terms that are important to assist those who will be administering this protocol. Appendix A terms will appear in this document and be denoted with an asterisk*.

7. A Coordinated Approach to Violence Prevention

It is important to have a coordinated and multifaceted approach on the part of the school board and Police to promote positive behavior and prevent school violence. The local Police services play a role in implementing violence-prevention policies in schools, and identify additional supports that Police are prepared to offer.

School boards and principals should develop, promote, and maintain strong partnerships with Police and seek to benefit from their support in implementing the

school's violence-prevention policies, particularly where those policies pertain to addressing risk factors associated with antisocial, gang-related, or criminal behavior. In closely cooperative relationships, Police may also offer support in a consulting role, to assist school personnel in determining appropriate action when dealing with violent behavior and to explain the procedures for Police investigations.

Police work in partnerships 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; programs that include 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.

Working from a crime-prevention perspective, Police play an important role in the school community, which presents extensive opportunities for employing the strategy of "crime prevention through social development" (CPSD). CPSD involves preventing and reducing crime and victimization. Police use proactive measures that focus on the factors that precipitate the onset of criminal and antisocial behavior. CPSD recognizes that the intersection of multiple and complex social, economic, health, and environmental factors may lead to criminality. CPSD involves long-term, sustainable, multi-agency, integrated actions that deal with the risk factors (e.g. mental health issues, certain types of behavioural issues, involvement in the criminal justice system, victimization/abuse) that can start a young person on the path to crime, and build protective factors (e.g. strong adult role models, enhanced self-esteem, effective personal coping skills and strategies) that may mitigate those risks.

Strategies that schools can use to help prevent violence include:

- Helping students develop social skills, including conflict resolution skills;
- Promoting positive mental health and reducing the stigma associated with mental health issues;
- Proactively identifying students at risk and giving them extra support;
- Using progressive discipline to teach and encourage appropriate behavior in the school;
- Viewing each student as an integral and contributing member of the school community;
- Demonstrating, by example and leadership, that student' human rights are to be respected;
- Encouraging students to return to the school community after involvement with the criminal justice system, and supporting them in the process.

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

- Developing positive partnerships with all members of the school community, including parents;
- Being visible within the school community;
- Being a positive adult role model for students;
- Establishing positive relationships with children and youth;

- Making referrals based on the best interest of the students;
- Helping deliver educational sessions on crime and criminal justice issues;
- Launching, leading, or being part of local planning tables that mobilize community members and agencies to participate in activities designed to address and reduce risk factors and to enhance protective factors for youth at risk of conflict with the law
- Facilitating communication and cooperation with school officials, Youth Justice Probation Services, other Police officers, courts, and other social services;
- Supporting students as they return to the school community after involvement with the criminal justice system.

School boards and Police services should refer to, and ensure alignment with, related ministry, board, and Police policies on violence prevention. The local Police/board 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 that are dedicated to violence prevention in Ontario schools.

8. Occurrences Requiring Police Involvement or Response Mandatory Notification of Police

At minimum, the Police must be notified of the following types of incidents:

- 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 an illegal drug*;
- hate and/or bias-motivated occurrences*;
- possession of child pornography
- non-consensual sharing of intimate images*
- prostitution/procuring;
- gang-related occurrences*;
- extortion*.

Note: In the case of possession of an illegal drug Police must be notified. Notification should be as soon as practicable. Upon Police arrival the illegal drug shall be taken into their possession.

Discretionary Notification of Police:

- giving alcohol to a minor;
- being under the influence of alcohol or illegal drugs;
- threats* of serious physical injury, including threats made on social networking sites or through instant messaging, text messaging, e-mail, and so on;
- fire-setting;
- incidents of vandalism; and
- trespassing incidents (new provisions under the Access to School Premises Regulation (O.Reg.474/00) and the Trespass to Property Act).
- physical altercations
- theft

Note 1: While fire-setting is a discretionary offence for notifying Police, consideration should also be given to contacting local fire services.

Note 2: Consider all threats and all acts requiring mandatory or discretionary notification of the Police within the Community Threat Assessment Protocol framework and respond accordingly.

Principals should consider mitigating and other factors when deciding whether to call the Police in these discretionary situations. 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.

For students with special education needs, consideration must be given to mitigating factors. However, occurrences requiring mandatory notification of Police should still occur regardless of any special needs. Section 15 provides further information related to students with special needs. Consultation with Educational Services / Student Services personnel will assist with an understanding of the student's special education needs in relationship to the student's behaviours and actions. Gathering information about the student's historical behaviours and mental health concerns will assist with determining mitigating factors. However, occurrences requiring mandatory notification of Police should still occur regardless of any special needs. Section 15 provides further information related to students with special needs.

9. Information Sharing and Disclosure

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

a) Criminal Code of Canada

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, the Police can access a student's OSR without a warrant, under section 487.11 of the Criminal Code of Canada.

b) 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 may contact the appropriate Superintendent for legal advice before releasing information. This should be done immediately upon receiving the warrant.

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

Other Release of School Information to Police

In the absence of a warrant or court order, Principals should seek direction from the appropriate 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:

- I. name, address and phone number of the student or staff member;
- II. 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.

c) Youth Criminal Justice Act (YCJA)

The YCJA sets out the procedural requirements for dealing with young persons who have alleged to have committed criminal offences, committed criminal offences and/or who have been charged with criminal offences. It includes provisions that deal with the disclosure, security, storage, and destruction of information pertaining to young offenders. Such information will be shared A to balance (1) the need to

share information in a timely fashion, particularly when safety is a concern, with (2) the need for confidentiality.

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 Publication, Records and Information (section 110 to 129) are of particular importance:

- 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(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 persons 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;
- to ensure compliance with an order made by the youth justice court for a young person released from custody to attend school;
- to ensure the safety of staff, students, or other persons; or
- to facilitate the rehabilitation of the young person;
- subsection 125(7) provides that disclosed information about a young person with status under the Youth Criminal Justice Act be kept separate from the student's record and from any other record accessible to other staff.

Case law [R. vs. MRM or R. vs. M. (M.R.) 1998] supports the lessening of the individual students' rights under the charter in order to protect the collective need for safety and security. If an individual is in possession of information that may indicate that there is an imminent danger to the health and safety of any person or persons, and the source of the information is reliable, the information can be shared without consent. If the information has been shared without consent, the individual shall be advised with whom the information was shared as required by law.

Existing Board policies, administrative procedures or protocols on disclosure and/or information sharing among schools, Police services, courts, and correctional services e.g. ALCDSB Community Threat Assessment Protocol must be adhered to.

d) 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. Subsection 32 allows for disclosure of personal information in situations;
- Subsection 32(g), states if disclosure is to an institution or a law enforcement agency in Canada to aid an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result.

e) Child and Family Services Act (CFSA)

The professional's duty is to report to a Children's Aid Society those children who are suspected to be in need of protection (under s. 72(1) of the CFSA). This requirement overrides the provisions of any other provincial statute that may prohibit disclosure. Information should be shared in a manner that respects the vulnerabilities of children who may be in need of protection. The Youth Criminal Justice Act (in subsection 35) also outlines the authority of a Youth Justice Court to refer a young person to a child welfare agency to determine whether the youth is in need of child welfare services, at any stage of proceedings against a young person. Please see excerpts from A Child in Need of Protection Handbook (Appendix F).

f) Community Threat Assessment Protocol

The Algonquin Lakeshore Catholic District School Board will respond to all student behaviours which pose a potential risk to other students, staff and members of the community. It is hoped that early intervention measures by the school board and community team members will prevent school violence.

The effective implementation of the protocol will support collaborative planning to prevent traumatic events. In addition, the timely sharing of information about students who pose a risk for violence towards self and/or others will ensure that supportive and preventive plans are put in place.

The strength of this school board/community partnership lies in the multidisciplinary composition of the response team. Without delay the response team will share and review student information and the details of the threatening situation or evidence in order to collaborate effectively and make use of a broad range of expertise.

This collaborative process will respect the individual's rights to privacy and the safety of all. The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) as well as the Personal Health Information Protection Act (PHIPA) both provide exceptions for the release of information where there are imminent risks to health and safety. MFIPPA states "compelling circumstances affecting the health and safety of an individual..." (Part II, 32(h), MFIPPA).

Section 125(6), the Youth Criminal Justice Act (YCJA) enables information in a Youth Criminal Justice Act record to be shared, within the access period, with any

professional or other person engaged in the supervision or care of a young person – including the representative of any school board, or school or any other educational or training institution only in limited circumstances. Information may be shared to ensure the safety of staff, students or others, to facilitate rehabilitation of the young person or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person’s consent.

10. School Procedures for Reporting to Police

Reason for Contact	School Responsibility	Nature of Police/Agency Contact
Imminent threat to the safety of any occupant of the building	Principal or Designate. In the case of a threat requiring a lockdown, all staff members must be able to contact 911 without consultation as outlined in the Threats to School Safety/Lockdown Procedures of each board or Provincial Branch	911
Mandatory Section 7 incidents from this protocol	Principal or Designate (in consultation with school administration)	911 or non-emergency Police line depending on the circumstances Non-Emergency Numbers: Kingston Police 613-549-4660, Dial 0 or say <i>Communications</i> . Belleville Police 613-966-0882 OPP (all jurisdictions) 1888-310-1122
Discretionary Section 7 incidents from this protocol	Principal or Designate (in consultation with school administration)	non-emergency Police line
Child in Need of Protection	Staff member who receives the report/disclosure. This person must also inform school administration.	CAS and potentially Police in emergency situations
General inquiries or Consultation	Principal or Designate	General Inquiry Police line or community policing officer. Note: If you are not requiring an urgent or immediate response, please utilize the school resource officer.
Public Safety Education Request (i.e. Cyberbullying presentation, drinking & driving, drug awareness, etc...)	Principal or Designate	Community policing officer

11. Initial Police Contact

The Police officer who responds to a report of a school-related incident is responsible for obtaining and thoroughly documenting information on the incident. If the focus of the investigation or complaint is on the principal/principal's designate, or under other exigent circumstances, the officer may not be required to follow the procedures set out below (e.g. reporting to principal).

The Police officer who responds to a report of a school-related incident is responsible for obtaining and thoroughly documenting information on the incident. The officer is normally required to take the following steps:

- report to the principal/principal's designate, providing proper identification;
- explain the purpose of the visit, and plan with the principal on how to proceed;
- consider alternatives that limit the disruption to the school day;
- obtain information from the principal about the student (e.g., regarding accommodation needs or barriers to communication) before making contact with the student; and
- contact, or make arrangements with the principal/principal's designate to contact, parents/legal guardians of students under the age of 18 (see section 13a).

There will be occasions where an officer is investigating based on information or a matter where the referral did not come from the school. In those cases, the officer will follow the above procedures.

Where the principal/ principal's designate is under investigation, the officer shall:

- report to the board supervisor of safe schools or their designate, providing proper identification;
- explain the purpose of the visit, and plan with the board supervisor or their designate on how to proceed.

12. School and Police Investigations of Incidents

The following legislation and regulations are relevant and require Police compliance when conducting investigations in schools, and involve school personnel as alleged perpetrators, victims, or witnesses. They include but are not limited to:

- the Youth Criminal Justice Act;
- the Criminal Code;
- the Canadian Charter of Rights and Freedoms, (see Appendix G);
- the Provincial Offences Act (specifically Part VI, Young Offenders Act);
- the Municipal Freedom of Information and Protection of Privacy Act;
- the Freedom of Information and Protection of Privacy Act; and
- relevant case law and common law.

Investigations should also be undertaken in accordance with the local Police service Criminal Investigations Management Plan and, where required, with the Ontario Major Case Management Manual.

Parallel Investigations

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.

It is important for Police and school staff to work cooperatively and understand each other's roles when a matter involves both a Police investigation, and a mandated investigation under the Education Act relating to suspension/expulsion. Working cooperatively and sharing good communication, reduces the risk of jeopardizing an investigation and the subsequent judicial proceedings, while ensuring school administrators are able to meet their legislated responsibilities under the Education Act. For example, under the Act, a school board's decision regarding expulsion of a student must be made within twenty school days from the date when the student was suspended.

Police must understand a principal's legislated responsibility to conduct an investigation under the Education Act, and only in exceptional circumstances, should Police advise school administrators against exercising their legislative responsibility to speak with students, regardless of whether they are an accused, victim or witness.

When Police conduct an investigation, take statements etc. they should provide a verbal account of the statement(s) to the principal. Where individual force policy allows, or specific protocols are in place for the sharing of information, (e.g.: Threat Risk Assessment Protocol) Police may provide copies of statements to the principal. Furthermore, Police can disclose the findings and outcome of the investigation to the principal. Principals may make their own notes as to what an officer has told them about a matter, for the purpose of addressing their obligations under the Education Act.

If a principal feels he or she must re-interview a student for the purposes of the Education Act investigation, they may do so, but are encouraged to discuss the interview with the Police prior to re-interviewing the student, so as to minimize the possibility of jeopardizing the Police investigation and any subsequent prosecution. In serious matters, students should not be re-interviewed by the principal, without first discussing the matter with Police.

Principals should be aware of the issue of re-victimization. For example, in cases of sexual assault, intimate partner violence, or extreme bullying principals are advised to discuss with Police, the need to re-interview victims in these matters. Principals should also be aware that creating multiple statements from one witness may subject that witness to a more difficult cross-examination in a criminal prosecution because of the multiple statements. 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.

a) Legal Rights

In the investigation of school-related incidents committed by young persons, particular attention should be given 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);
- protection of privacy (s. 110, Youth Criminal Justice Act); and
- right not to make a statement (s. 146, Youth Criminal Justice Act) – (see Appendix H);
- disclosure of information in a record (Section 125(6), 125(7) – (see Appendix H).

b) Search and Seizure

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

- procedures to be followed in personal and premise searches, in accordance with the Ministry of Community Safety and Correctional Services Guidelines LE-011 on search of premises, and LE-012 on search of persons, and relevant federal legislation, and case law (See Appendix I);
- roles and responsibilities of Police and school personnel in conducting searches of persons or property (See Appendix I);
- Police will notify the principal/principal's designate before conducting searches on school premises. (Under some exigent circumstances, Police may be required to execute a search warrant without notice to the principal/principal's designate);
- the continuing responsibility of the principal for students even when Police are on school premises.

School personnel will widely disseminate information regarding the right to search school property. (See Appendix I.)

c) Surveillance Initiative Protocol

The signing parties are committed to keeping our schools safe. They are also committed to keeping the community, and those steps that the school board and Police are taking to continue to promote a safe environment in all schools. All agencies recognize the value of preventive strategies as well as the need for more direct intervention such as the Surveillance Initiative.

Surveillance can be defined as any actions or means taken by the Police that are needed to monitor suspected undesirable activity and where Police presence may not be evident.

Process:

- Arrangements are to be made by Board or School Authorities and the appropriate Police detachment;
- Notification will be made to the Administration of the school involved regarding the time of the surveillance;
- When an incident develops, Police action will be taken and the Safe Schools Protocol consequences will be applied by the Administration.

Supplementary Information

The surveillance officers may inquire of the Administration identities or information about possible offenders, descriptions, vehicles, or locations near the school or in the community, dates and times of known activity.

d) Detainment and Arrest

In the event of detention and/or arrest of suspects, procedures will take place which are in accordance with the Police Service's guideline on arrest, relevant federal and provincial legislation, and case law. The Police and the principal should pay particular attention to the following procedures and responsibilities:

- procedures to be followed in the detention and/or arrest of suspects, in accordance with the Ministry of Community Safety and Correctional Services Guideline LE-005 on arrest and the Youth Criminal Justice Act, relevant federal and provincial legislation, and case law;
- roles and responsibilities of Police and school personnel in the event of a suspect being arrested or detained on school property;
- legal grounds for Police to demand entry (e.g. for weapon and drug searches, to arrest a person wanted for an indictable offence, or to save lives);
- requirements to be followed under the Youth Criminal Justice Act when a young person is arrested and detained, including who is responsible for discharging specific obligations (e.g., the notification of parents) under s. 26 of the Act;
- if a student has been arrested on school property, the student may be escorted to the Principal, Vice-Principal or designate, if this can be done safely; the Police officer will make every effort to notify the principal, where appropriate, when a student has been arrested off school property (e.g. in cases relating to the Community Threat Assessment Protocol);
- if an individual, who is not a student, has been arrested on school property, the school shall be notified of the circumstances, where appropriate where an incident occurs at or immediately adjacent to the school involving a student or where an incident develops as a result of surveillance, the Safe School Communications and Media Protocol shall be followed, where appropriate.

Students Below the Age of Twelve

Students under the age of twelve years cannot be charged with an offence under the Youth Criminal Justice Act or the Criminal Code. In the event that the principal/designate is uncertain as to whether or not an incident should be reported

to the Police he/she should contact the Police for clarification and consultation. The Police may remove a child under the age of twelve from the school if the child has been arrested or if the parents have given their consent. The Police may decide to contact the local Children's Aid Society/Family and Children's Services after consulting with the school administrator.

- notify the parent/legal guardian as soon as possible. The administration will consult with the Police to determine which party will notify the parent/legal guardian;
- Police have the authority to take reports and conduct interviews;
- the specific types of incidents that are to be reported for students under 12 years of age include abuse, neglect or the risk thereof, serious acts of a child when the child's parents are not accessing appropriate treatment;
- there is a duty to report children suspected to be in need of protection to the local children's aid society, under s.72(1) of the Child and Family Services Act.

Students Ages Twelve to Seventeen

Youth between the ages of twelve and seventeen years, may be charged under the Youth Criminal Justice Act, the Criminal Code, or other Federal or Provincial Statutes. In those incidents stated above, the Police may make an arrest. Unless there are extenuating circumstances (student a danger to others), the student's parent/guardian should be notified as soon as possible where the pupil will be detained/arrested and the reason for the arrest (s. 26, YCJA). The involvement of the parents or guardians is desirable at every stage in the process.

Students Ages Eighteen and Over

When a student is eighteen, or older, the Criminal Code and other statutes apply. Parents may only be contacted with permission of the student.

Students' Rights

See Appendix H - Section 146 (2) When Statements are Admissible, *Youth Criminal Justice Act*

Appendix G - excerpt from the *Canadian Charter of Rights and Freedoms, 1982*.

e) Supports for Victims

The parties recognize that the victims of crime or other incidents may require special attention and services. Counseling and other appropriate supports are available for students within the school. Such resources shall be made available to students. In addition, other social services are available in the community to support victims of crime or violence.

Police and school personnel have roles and responsibilities with respect to providing support for victims, such as:

- The requirement that Police officers remain at the scene until satisfied that there is no imminent threat to the victim and that issues related to the victim's safety have been addressed;
- The obligation that the principal 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) and O. Reg. 472/07) and;
- The requirement that 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;

Every effort shall be made to identify such resources, to facilitate the involvement of victims in an appropriate support programs and to notify victims of other considerations such as:

- Police services for victim;
- student support services of the school board;
- services offered by other municipal, community, and social service agencies, including legal services (e.g., public health units, victim services, Help Phone Lines);
- access to information;
- confidentiality of victim and witness identity (s. 111, Youth Criminal Justice Act);
- procedures for information sharing and community referrals.

Under the **Youth Criminal Justice Act**, victims are entitled, upon request, to receive information about how an offence was dealt with where extrajudicial sanctions are ordered. Such information shall not be provided by school officials, but by the Police or other person designated under the Youth Criminal Justice Act.

Please reference the TES (Traumatic Events Systems) guidelines (ALCDSB only) for further information related to crises/trauma and available supports.

The principal is obligated to 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 or harm from the parents (Education Act, s. 300.3(1) and O. Reg. 472/07).

13. Police Interviews of Students

The following premises apply and the following procedures shall be followed in Police interviews of students on school premises unless exigent circumstances exist:

- the need for the principal to make best efforts to contact parents as soon as possible before the interview (see also section 12(a), Notification of Parents, below);
- the requirement that a parent/legal guardian, third-party adult, or the principal, if no alternative is available, be present when students; under the age of 18 are being interviewed at school;

- the requirement, in cases where a student aged 12 to 17 waives the right to have an adult present at the interview, that the Police and the principal consider the most appropriate location for conducting the interview and take steps to ensure that the student's rights are respected during the interview;
- the need for Police to consult with the principal to consider alternatives for conducting interviews at a location other than the school; and
- the need for Police to act in a manner that respects the dignity of the student and minimizes disruption to the school when it is necessary to interview, search, or arrest a student at school during school hours;
- it is the responsibility of Police to conduct interviews related to criminal investigations of incidents that involve students as alleged perpetrators, victims, or witnesses;
- Police will arrange interviews through the Principal or designate (See Appendix C);
- where the interview is in relation to a child who is suspected to be in need of protection, the local children's aid society will be involved as per protocol (A Child in Need of Protection handbook);
- school personnel will assist Police in making the required preparations (e.g. securing a quiet room and establishing a time for the interview, locating the pupil);
- factors will be considered in determining the most appropriate time and place to conduct a student interview; and Police will follow the local Police service's procedures for interviewing witnesses, victims, and suspects.

a) Notification of Parents

Except in exigent circumstances, 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 with the following exceptions:
 - if the principal is otherwise directed by Police because of exigent circumstances or where the Police believe the parent may be implicated; or
 - if the student is 18 years of age or older (unless the student consents to or requests such contact or is incapable of providing consent); or
 - if the student is 16 or 17 years of age and has withdrawn from parental control (unless the student consents to or requests such contact or is incapable of providing consent); or
 - if the Children's Aid Society is involved (e.g. because of a suspected abuse or neglect at the student's home), school and Police officials should discuss and come to agreement with the C.A.S. on the timing and procedure for notifying the parent/legal guardian;
 - Police must advise a student under the age of 18 that he/she may request his/her parent/legal guardian to be in attendance during the Police interview;
 - If a student is detained or arrested, the Police will notify his or her parents unless the student is 18 years of age or older. The parents should not be contacted if the Police determine that doing so may endanger the safety of

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

Note: if reasonable attempts have been made, and the parent/legal guardian cannot be contacted, the student may identify another family member or other responsible adult, or the principal may, provided the student so wishes, be present during an interview held in the school.

b) Preparation for Interviews Conducted by Police

- determining whether circumstances allow for the interview to be conducted at the student's home or another location rather than at school, in view of the stigma and the potential impact on the student;
- evaluate the need for specialized resources where a student is known to have behavioural, cognitive, physical, learning disability, or mental health needs (see section 14 for more information on students with special needs);
- In consultation with school and Police officials determine the methodology of the interview; and decide which officer will take the lead in conducting the interview, if more than one officer is interviewing;
- if the interviews will be audio/videotaped, the Police must inform the interviewee that the conversation is being recorded;
- determine the need for an interpreter (e.g., a language interpreter, and interpreter for a student who is deaf or hard of hearing).

c) Conduct of Interviews

- Employ appropriate interviewing techniques in Police interviews of young persons and children; Police must follow the Guide to Officers for Section 146 Youth Criminal Justice Act Statements (see Appendix H);
- Provide 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;
- Take into account legal considerations respecting the admissibility of statements made to persons in authority (Appendix H - s. 146(2) of the YCJA);
- Involve the local Children's Aid Society in the interview process, (recommended when an interview involves a child who may be in need of protection); and 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. In circumstances when this cannot be done, the principal or designate, must attend the interview. In cases where the Police are interviewing the perpetrator and the situation involves a potential suspension pending expulsion, a vice principal or other adult should sit in with the student during the interview.

14. Reporting of Children Suspected to Be in Need of Protection

See Appendix F - A Child in Need of Protection.

15. Investigations Involving Students with Special Needs

School administrators have a duty to ensure that all members of the school community are able to work and learn in a safe and positive environment. As a result, schools are obligated to report incidents to Police as outlined in section 8 of this document and to consider the Community Threat Assessment Protocol;

However, additional considerations need to be taken into account by school personnel and Police in the investigations that involve a student known to have behavioural, intellectual, or physical exceptionalities, difficulties in communicating, and/or multiple exceptionalities:

- School administrators must communicate to the Police that a student is known to have special education needs or communication difficulties and how these special needs are present in the student's behaviour and or social communication skills;
- Additional requirements to consider when responding to and investigating incidents involving students with exceptionalities (especially when interviewing is necessary) - such as additional support personnel/counselor/interpreter. Students with special needs must be accommodated, especially when interviewing is necessary. Every attempt should be made to provide specialized supports/resources, as needed, for the student during an investigation;
- The Principal or designate shall evaluate the need for specialized resources prior to the interview (e.g., check with Student Services, O.S.R., IEP, behaviour management plan, or safety plan if necessary);

- The principal or designate shall ensure that the student's parent/legal guardian is contacted as soon as possible, except in exigent circumstances or where the Police believe the parent may be implicated in the incident.

16. Occurrences Involving Children Under Age 12

Students under the age of twelve years cannot be charged with an offence under the Youth Criminal Justice Act or the Criminal Code of Canada. In the event that the principal/designate is uncertain as to whether or not an incident should be reported to the Police he/she should contact the Police for clarification and consultation. The Police may remove a child under the age of twelve from the school if the child has been arrested or if the parents have given their consent. The Police may decide to contact the local Children's Aid Society/Family and Children's Services after consulting with the school administrator. 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 Community Threat Assessment Protocol framework should also be considered with occurrences involving children under age 12.

Procedures and considerations for responding to occurrences involving students under the age of 12 include the following:

- consult/notify the parent/legal guardian as soon as possible, except in exigent circumstances or where the Police believe the parent may be implicated in the incident;
- Police have the authority to take reports, conduct interviews, and make referrals to additional services (e.g. health/counseling);
- the principal shall provide accommodations and/ or modifications for students with special education needs, as outlined in their Individual Education Plans;
- there is a duty to report children suspected to be in need of protection to the local Children's Aid Society, under s.72(1) of the Child and Family Services Act;
- the specific types of incidents that are to be reported for students under 12 years of age include abuse, neglect or the risk thereof, serious acts of a child when the child's parents are not accessing appropriate treatment.

The role of the child protection agency when responding to violent incidents involving children up to the age of twelve is mandated by The Child and Family Services Act (See Section 37, Subsection (2)(j)(k). Children who injure or threaten to injure others may have to be reported to the Children's Aid Society/Family and Children's Services and the child may subsequently be determined as a child in need of protection under The Child and Family Services Act.

The Children's Aid Society/Family and Children's Services play an important role in violence prevention and intervention. They are available to:

- consult with staff on behalf of children who display violent behaviour or serious misconduct;
- meet with Police and educators to assist children under twelve who exhibit violent behaviours;
- intervene with families when children exhibit violent, disruptive behaviour at school and in the community and in particular where the parent is unwilling or unable to support the child;
- develop a service plan including commitments from other community resources to assist in meeting the needs of the child and his/her family;
- work with other community resources for support of the child and family.

17. School Board Communication Strategy

School Boards must continue to solicit input from trustees, school councils (including the Parent Involvement Committee), safe schools' teams, parents, staff, and students in developing this protocol. Support from the community is essential, and it can be garnered through regular and meaningful communication. Communications to promote knowledge and understanding of the contents of the protocol can be channeled through school's principals to staff, students, school councils, and parents through meetings and written communiqués.

Communication with students and their family's needs to include 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.

Communications and Media Protocol

Protocol Components:

In conjunction with the implementation of the Safe Schools Initiative, the Police and board staff will continue to work jointly to intervene when an incident occurs where there is a threat, potential threat or an incident that involves the safety of students and staff including the communication of the incident to the media and subsequently the community at large.

The purpose of this communication procedure is:

- to ensure that the principal/Board is aware of the incident;
- to ensure that the principal/Board is informed of the intention of the Police to release information to the media regarding a school related incident;
- to ensure that the Director and the appropriate school superintendent are informed by the school principal or the Police when the incident requires Police involvement; and,
- to provide the principal with the opportunity for input and/or, amendments to the media release resulting in an agreed upon release;

- to ensure that the school principal communicates with the Director of Education and the communications officer prior to Communications releasing information to the media.

Under normal circumstances when incidents have occurred on school property during the school day and/or that involve students or staff, the Police will attempt to contact the principal of the school and Communications before a media release is issued.

This will ensure:

- communication with the Director and senior level Police personnel when the incident requires their input in a joint media release;
- accurate information to the media regarding the school board and Police response to the incident;
- that there is consultation between Police/Board staff with respect to the timing of the release, where practical and appropriate. (e.g. This will give the principal time to prepare the school community when necessary).

It is understood that:

- when an incident occurs that has a major impact on the school board and the Police are involved, the Police will attempt to communicate details of the incident to the Director of Education/Communications as soon as possible and before a press release is issued;
- each school board or provincial school will contact the Police before it issues a media release in respect of any student, staff or situation in which the Police have been directly involved or where there is a likelihood that the Police may become involved;
- the Police may issue media releases about incidents that do not involve the school community but that have occurred on school property, usually after normal school hours. In these instances, as soon as possible, the Police will inform the principal of the school and Communications where the incident occurred, as a matter of courtesy. In agreed upon cases, a joint press release may be required to ensure that the community concerns are addressed;
- each organization will inform the appropriate employees of this protocol ensuring their understanding and commitment;
- each School Board or Provincial Schools Branch as well as all Police jurisdictions will govern their own internal communications.

18. Police/Board Protocol Review Process

The protocol is reviewed by the parties every year to identify case studies and areas for refinement and includes consultation with school staff, Police, school councils, parents, and students. A full review of the protocol must occur every two years.

19. Non-Incident-Related Police Involvement

Police play an important role in the school community. Their involvement goes far beyond simply responding to incidents. The National Association of School Resource Officers states:

Police provide a visible and positive image for law enforcement. They serve as a confidential source of counseling to students concerning problems they face. They bring expertise into schools that will help young people make more positive choices in their lives. They also work to protect the school environment and to maintain an atmosphere where teachers feel safe to teach and students feel safe enough to learn.

Police serve an important role in violence prevention and safety awareness. They are an invaluable resource who can speak to students or groups of students about many issues related to citizenship, personal safety, the law, drug awareness, harassment and hate crime, and the consequences of poor choices.

Where possible, Police are welcome to come into the schools as community officers to enable more informal interactions between Police and students and other school personnel. Police can also offer more structured programs as described in the next section.

20. School/Police Role in Violence Prevention Programs

A coordinated and multifaceted approach is required to promote positive behaviour and prevent school violence. Police work in partnership with schools and other community agencies to administer programs such as peer mediation, mentoring, drug and alcohol awareness and education, conflict resolution, cyberbullying and bullying prevention.

School boards and principals need to develop, promote, and maintain strong partnerships with Police and seek to benefit from their support in the implementation of the board and 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 agencies to administer crime-prevention programs that focus on areas such as peer mediation, conflict resolution, referral to appropriate community resources (e.g., those providing counseling or mentoring services, drug awareness and education programs, or support for seeking employment or housing), and Crime Stoppers. Working from a crime-prevention perspective, Police can play an important role in the school community, which presents extensive opportunities for employing the strategy of A crime prevention through social development@ (CPSD). CPSD involves preventing and reducing crime by identifying and addressing the risk factors associated with crime and victimization. Police use proactive measures that focus on the factors that precipitate the onset of criminal and antisocial behaviour.

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

Strategies that schools can use to help prevent violence include, but are not limited to:

- helping students develop social skills, including conflict-resolution skills;
- proactively identifying students at risk and giving them extra support;
- using progressive discipline to teach and encourage appropriate behaviour in the school;
- viewing each student as an integral and contributing member of the school community;
- demonstrating, by example and leadership, that students' human rights are to be respected;
- encouraging students to return to the school community after involvement with the criminal justice system, and supporting them in the process;
- consulting with the safe school's team;
- monitoring school climate; and
- Reviewing school improvement plans (school climate) on an annual basis.

Strategies that Police can use to help prevent violence in schools include, but are not limited to:

- developing positive partnerships with all members of the school community, including parents;
- being visible within the school community;
- being a positive adult role model for students;
- establishing positive relationships with children and youth;
- making referrals based on the best interest of the students;
- helping deliver educational sessions on crime and criminal justice issues;
- being part of an integrated, multi-agency team that can respond to children and youth at risk of conflict with the law;
- facilitating communication and cooperation with school officials, Youth Justice Probation Services, other Police officers, courts, and other social services; and
- supporting students as they return to the school community after involvement with the criminal justice system.

The local Police/school board 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, that is dedicated to violence prevention in Ontario schools.

21. Physical Plant Safety Issues

Alterations to the physical space (e.g., lighting, building design, landscaping) can be made by the school or board to enhance the safety of students, staff and visitors. When requested, Police services should work in cooperation with local schools to assess the physical safety of buildings and/or school premises. In all cases, final decisions about alterations rest with the school board, as does the responsibility to carry out any desired work.

22. Community Threat Assessment Protocols

Community partners are committed to making our schools safe for students and staff. As a result, schools will respond to all student behaviours that pose a potential risk to self, other students, staff and members of the community. It is hoped that support for early intervention measures by the school board and community partners will prevent school violence. Taking steps to identify at-risk students through early and ongoing assessment and intervention strategies may reduce the need for disciplinary action and Police interventions. The effective implementation of the protocol will support collaborative planning which is a highly effective means of preventing and managing situations that could otherwise negatively affect the safety of students and/or school staff and to prevent traumatic events. In addition, the timely sharing of information about students at risk for violence toward self and/ or others will ensure that supportive plans are put in place.

The strength of this school board/community partnership lies in the multi-disciplinary composition of the response team. Without delay the response team will share and review student information and the details of the event in order to collaborate using a broad range of expertise. This collaborative process will respect the individual's rights to privacy and the safety of all.

For details please see each board's Community Threat Assessment Protocol.

For ALCDSB please see The Algonquin and Lakeshore Catholic Community Threat Assessment Protocol, available on the ALCDSB website www.alcdsb.on.ca under Policies and Procedures: Protocols.

Police agencies can access additional services within their organizations if necessary.

23. Emergency Planning and Threats to School Safety

Schools have developed Emergency and Crisis Response Plans within the guidelines offered by administrative procedures related to Threats to School Safety (See Appendix D). Every school must develop an Emergency and Crisis Response Plan aligned with these procedures. Teachers, staff, parents, school councils, and students need to be involved in the development and monitoring of the Emergency and Crisis Response Plan. Safe Schools Teams are an effective medium for this purpose. The Emergency and Crisis Response Plan must be fully communicated to members of the school community and Police services. Training materials used in schools will be shared with Police forces. Schools are encouraged to consult with Police services in the creation of site specific plans.

In the event of a traumatic event, please refer to the TES (Traumatic Events System) guideline (ALCDSB only) and access the Traumatic Events Community Response Team.

The plans should be reviewed, as needed and appropriate, and at least every three years including consultation with staff, parents, school council and parents.

Follow-up strategies should be applied according to the nature of the incidents or emergencies encountered, which may include trauma teams, counseling referrals, and communication protocols.

Mechanisms for sharing the Emergency and Crisis Response are in place with Police services e.g. SPEAR (Kingston Police), Immediate Rapid Deployment (OPP, Kingston Police, Belleville Police, and Military Police) and the Fire Department. The plans should be updated annually for the Police.

24. Training

The school board and Police services are required to provide joint training on the local Police/school board protocol to their respective staff on an annual basis. This training should be delivered by Police and school board personnel and be based upon effective/leading practices.

APPENDIX A GLOSSARY

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

Barricading: Creating a further barrier to a classroom or office that would obstruct the entry of an intruder, should the locked door be compromised. Barricading can be done by a number of means, including but not limited to adding a secondary locking mechanism or blocking the doorway with a large moveable object or with multiple smaller moveable objects. The barricade should be capable of being removed to allow exit from the room once the lockdown incident has been resolved.

Criminal harassment: Criminal harassment occurs when: (1) a person repeatedly follows an individual from place to place or repeatedly communicates, directly or indirectly, by any means (including electronic means), with an individual, or watches the home or place of work of an individual, or engages in threatening conduct directed at a person or a member of that person's family; and (2) the victim of the criminal harassment is caused to reasonably, in the circumstances, fear for his or her safety.

Exigent circumstances: Urgent, pressing, and/or emergency circumstances. Exigent circumstances usually exist when immediate action is required for the safety of the Police or others. Such circumstances may include a bomb threat, a person possessing or using a weapon, or a fire on school property.

Expulsion: The removal of a student from his or her school or from all schools of the board. Students expelled only from their school are assigned to another school of the board. Students expelled from all schools of the board must be offered a program for expelled students. Activities for which expulsion must be considered are found in section 310(1) of the Education Act. An example is using a weapon to cause or to threaten bodily harm. Note that in the context of the Provincial Schools Branch, expulsion is equivalent to permanent dismissal. For further information on the differing procedures, contact the Provincial Schools Branch.

Extortion: The use of threats, intimidation, or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something.

Extra-judicial measures: Measures used by Police to hold a young person accountable for his or her alleged criminal behaviour, in a timely manner, outside the formal youth justice system. The formal system would include charging the individual and going through the court process. Extra-judicial measures hold a youth accountable for his or her actions and provide sanctions outside of judicial proceedings. Some examples of sanctions include substance abuse counseling, volunteer work, repair of or compensation for damaged or stolen property, and a letter of apology.

Gang-related occurrences: Incidents involving a group, consisting of three or more persons, however organized, having as one of its main purposes the commission or facilitation of a criminal offence in which any or all of the members engage.

Hate- and/or Bias-motivated occurrences: Incidents (e.g., involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (i.e., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin) that are publicly communicated and that are willfully intended to promote or incite bias or hatred against such a group.

Illegal drug: Any substance that is prohibited or restricted under the Controlled Drug and Substance Act. This includes being in possession of a pharmaceutical drug without a prescription.

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 D 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):

2. 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:

1. The pupil does not have the ability to control his or her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person

3. 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:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension or expulsion would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii. whether appropriate individualized accommodation has been provided, and

- iii. 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, cyberbullying 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.

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.

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.

Sexual assault: Any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of force or control over the victim. In some cases, no overt physical force is used instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.

Surveillance: Defined as any actions or means taken by the Police that are needed to monitor suspected undesirable activity and where Police presence may not be evident.

Suspension: The removal of a student from his or her school and all school-related activities for a minimum of one school day to a maximum of twenty school days. Activities for which suspension must be considered are found in subsection 306(1) of the Education Act.

An example is possessing alcohol or illegal drugs. Note that in the context of the Provincial Schools Branch, suspension is equivalent to temporary dismissal, although there are some differences. Contact the Provincial Schools Branch for further information.

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. Note that in the context of the Provincial Schools Branch, suspension is equivalent to temporary dismissal, although there are some differences. Contact the Provincial Schools Branch for further information.

Threats to school safety: Schools are required to have emergency response plans for Shelter in Place, Hold and Secure, Lockdown, and Evacuation. See Appendix D for more information.

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.

APPENDIX B

CHECKLIST WHEN REPORTING VIOLENT INCIDENTS TO THE POLICE

The principal/designate will:

- determine whether medical assistance is required;
- administer emergency first aid as the situation requires;
- make every effort to secure the location of any weapons. Contact Police immediately for additional support/guidance/advice;
- call 911 or appropriate call centre for Police (Military Police 613-541-5648 ext. 0);
- identify yourself;
- give specific location, township, name of school and street;
- report type of incident;
- degree of harm and level of threat;
- the presence of a weapon;
- previous occurrences;
- name/age of students/staff members;
- communicate with the Police whether or not the students/staff members involved have been detained or have left the property;
- clarify notification of the parents of students under eighteen years of age;
- clarify who will notify next of kin;
- isolate the offender(s) in a supervised place and detain for Police involvement;
- assign staff to identify witnesses;
- ensure staff and other witnesses having knowledge of the incident, are available to the Police;
- attempt to ensure that evidence is protected and preserved;
- notify the Director/Supervisory Officer's office;
- call parent/guardian/next of kin of offender/victim/witness - advise of incident and status of the student/staff
- advise Police have been called and follow-up expected by Police and school. When students are in the care of the Children's Aid Society/Family and Children's Services, they should be contacted as the agency may be considered as the parent/guardian;
- complete and submit a copy of the Violent Incident form along with any other necessary documentation to the Supervisor of Safe Schools; record the Violent Incident in Trillium; store the original Violent Incident form in the student's OSR.

APPENDIX C

RESPONSIBILITIES WHEN POLICE BECOME INVOLVED

A principal's duties toward his/her students are set out in legislation, expanded by ministerial policies and further developed through case law. Subsection 265(A) of the Education Act requires a principal to maintain proper order and discipline in the school.

The principal has the responsibility to cooperate with the Police during an investigation.

To maintain order and to ensure the safety and security of the students and staff, the principal is compelled on occasion to call the Police and to cooperate with the Police to ensure that the legal rights of students and the security of victims is ensured.

When the Police arrive at the school, the following information will assist school administrators and staff to ensure that their responsibilities toward students are understood and maintained.

- A principal or teacher's knowledge about a wrongful or illegal activity on school premises does not fall into the category of personal information which qualifies for non-disclosure protection within The Freedom of Information and Privacy Act (Section 5.42(g)); The principal must ensure that full disclosure of all relevant information of the incident is made available to the investigating officers. This may include full particulars of the incident and identities of all involved;
- The principal, unless otherwise directed by the Police, will make every effort to inform the parent any student who will be interviewed by the Police and give the parent the opportunity to be present during the interview. This applies to students up to and including the age of seventeen (except where the student is the victim of abuse and the alleged offender is a family member or primary care-giver.);
- When the parent cannot be reached or is unable to be present, the principal/designate will act in the place of the parent to ensure that the student's rights are protected; However, when the parent is unable to attend the Police interview, and when the principal feels a conflict between his/her role as the person in authority and the person acting as the support for the student, the principal will then designate the position of student support to another staff person;
- When the pupil is 18 years of age or older, the principal requires the pupil's consent in order to inform parents;
- The principal will ensure that the student's request for support from a staff member other than the principal, is accommodated and that the staff member will be advised as to his/her obligation to ensure the rights of the student;
- In the case where a student does not want to have a school board employee present, and the parents are not present, then the Police interview will take place off school property;
- When the student cannot be arrested/detained, then the interview will take place in the presence of a parent/guardian;
- When a student is removed from the school under the authority of the Children's Aid Society/Family and Children's Services in cooperation with the Police, the Police and CAS/FCS team will notify the parent where the Police have taken the student;

- When the Police have removed a student from the school for safety reasons, then the Police and the principal will notify the parents where the student has been taken; In all other cases, the Police have the authority to take a student off school property during school hours only if the student has been arrested or with the permission of the parent;
- It is the responsibility of the Police, not the school staff, to explain to the student his/her legal rights. A search warrant is not required when a Police officer believes that a firearm, prohibited weapon, or ammunition is present (See Appendix I: Search and Seizure);
- The principal and the Police will ensure that any investigation deemed to be sensitive in nature which may compromise the confidentiality and safety of the victim/witness should be conducted outside the school, and outside school hours, e.g., sexual abuse, date rape, hate crimes;
- The response of the Police to the violent incident will be dictated by: the situation reported to the Police; the type of incident; danger and risk factor; and escalation factors;
- The Police response may be to: remove the student(s) from the school for safety reasons; arrest and remove the student for custody; refer to other services (i.e., Victim Witness Assistance, Children's Aid Society/Family and Children's Service); make parental contact; organize case conference, problem solving, round table discussion; recommend mediation when a program exists; and/or assist in the development of recommended consequences;
- It will be at the discretion of the Police as to whether or not a criminal charge is laid;
- The principal will follow board policy when determining what school board consequences will be recommended. School board consequences will be viewed separately from action taken by the Police, i.e., laying of a charge.

APPENDIX D

THREATS TO SCHOOL SAFETY - AP141

Algonquin Lakeshore Catholic District School Board is committed to the safety of all of its students and staff as well as the broader school community. Staff, students, and visitors in Algonquin and Lakeshore Catholic District Schools have the right to learn, work, and attend a safe and secure environment. However, the possibility that a major incident of violence or a severe environmental concern may occur is a reality which cannot be overlooked. Therefore, everyone who works or spends any amount of time in a school on a regular basis must know how to protect themselves and how to protect our students in the event that a major incident does occur. To this end, community partnerships and protocols have been developed in collaboration with local emergency services representatives including, but not limited to, ambulance, fire and Police. The goal of such efforts is to promote and foster safe learning and working environments by proactively communicating, planning, and training in an effort to prevent, where possible, violence from occurring in schools and where violence does occur, preparing for a quick, coordinated and effective response.

1.0.0 OBJECTIVE

To establish a comprehensive procedure in preparation for and response to emergency situations, which includes specific plans to keep students, staff and others safe in the event of a serious accident or potentially violent incident.

2.0.0 ADMINISTRATIVE PROCEDURE

- 2.1.0 All schools are responsible for conducting a minimum of two lockdown drills each school year. At shared sites and/or adjacent school sites, drills should be scheduled at the same time and conducted simultaneously. The principal, or vice-principal in consultation with the principal, is responsible to set the date of the drills, oversee the drill with Police support/assistance, if possible, and to provide staff, students, Tri-Board Transportation, local Police, the school supervisor, and parents with some advanced notice of the impending lockdown and/or hold and secure drill. Fire and Emergency Medical Services personnel may also be invited to participate in the drill.
- 2.2.0 Each family of schools supervisor will follow an established tracking system to record lockdown drill dates each school year, for the schools under their supervision.
- 2.3.0 The principal will provide staff with information about the four emergency procedures as outlined in 3.0 below and teachers will instruct classes accordingly giving consideration for the students' age and understanding.
- 2.4.0 As each school is unique, site-specific plans must be developed and implemented based on these procedures and any supplemental materials.
- 2.5.0 In sites where there are day cares, community workspaces, twin schools, ALCDSB satellite offices, and so forth, plans need to be developed in

consultation with all building occupant groups as well as the Safe Schools Team. A custodian should also be included in the planning process if they are not a member of the Safe Schools Team.

- 2.5.1 Clear communication plans need to be developed to ensure that all building occupants are informed in the event emergency procedures are activated. The communication plan must also include notification of the Director's Office, field trip supervisors, itinerant staff, and alternate program centres.
- 2.6.0 It is of paramount importance that consistent terminology is used throughout the system and therefore no in-school terms or codes shall be used other than the approved terms listed below.
- 2.7.0 Given the impact of such events, a de-briefing must occur with students, school staff, and other building occupants after a drill or an actual event has occurred. Where an actual event has occurred, the debriefing must also include appropriate emergency services and Educational Services staff.

3.0.0 DEFINITIONS AND GENERAL RESPONSES:

- 3.1.0 **Emergency Evacuation Plan:** All schools have detailed evacuation plans to remove students and staff in the event of a serious incident where everyone must leave the building. This plan must include at least two appropriate locations, one of which must be beyond a 2 KM radius from the school. A fire or gas leak in the school is an example of an event requiring evacuation. A chemical spill close to the school is another example. The Director's office must be notified immediately if a school is placed in an evacuation status due to emergency circumstances.
- 3.2.0 **Shelter in Place:** Shelter in Place is a response to an environmental or weather related situation, where it is necessary to keep all building occupants within the school. For example, this procedure might be used in the event of a chemical spill, blackouts, or extreme weather. Signs indicating a Shelter in Place status must be posted on exterior doors. The Director's office must be notified immediately if a school is placed in a Shelter in Place status.
- 3.3.0 **Hold and Secure:** Hold and Secure (formerly "Lockout") is a response to a threat in the general vicinity of a school. This could be a Police pursuit, a crime in progress or an active search by local Police for a known dangerous offender. Staff, students and visitors are considered to be safe inside the school. External doors to the building must be secured as fast as possible, signs indicating a Hold and Secure status must be posted, and staff/students/visitors on property must be brought inside the building. Occupants do not leave the building. The Director's office must be notified immediately if a school is placed in a Hold and Secure status.
- 3.4.0 **Lockdown:** A lockdown threat to safety is in the school building (Interior doors are locked. Exterior doors remain locked or unlocked in accordance with normal practice prior to the situation.) A lockdown should only be used when

there is a major incident or threat of school violence within the school, or in relation to the school. Building occupants remain in the building in secured locations. The Director's office must be notified immediately after the lockdown is instituted and 9-1-1 has been called.

4.0.0 RESPONSIBILITIES

4.1.0 The Supervisor of Safe Schools (currently the Assistant to the Director) is responsible for: Oversight of the board procedures and the review process, which must occur every three years.

4.2.0 The Principal is responsible for:

- Planning and implementing the School's Emergency Response Plan;
- Updating the school Emergency Response Plan to include procedures for lockdown, colour coded floor plans with marked evacuation locations;
- Inviting Police, fire and Emergency Medical Services (EMS) to participate in the planning process and/or drills;
- Training staff and students, and ensuring the overall safety and well-being of staff and students;
- Setting the dates of the drills, overseeing the drills with Police support/assistance if possible, and providing staff, students, parents, the school's appropriate supervisor, and the Director's office with advanced notice of the impending lockdown drill;
- Ensuring special needs of staff and students are taken into consideration when creating site-based plans;
- Updating the School Council annually about the lockdown procedures in place at the school;
- Ensuring that there is signage in place to identify school buildings and portables, exterior doors, and classrooms, along with an outdoor PA announcement system;
- Ensuring that during a lockdown or hold and secure situation, a quick response is initiated for communication within and outside of the building followed by an immediate call to 9-1-1, including training school office staff and other personnel to initiate the emergency procedures;
- Ensuring that signage is posted on exterior doors in the event of a "hold and secure" or "shelter in place" situation;
- Ensuring that the wording for the PA announcement for a "Lockdown" (threat to safety is in the school) is posted at the PA system location, and instruct staff working closest to the PA system to read the announcement in the event that they are informed by any staff member of a threat to safety in the school;
- Working with child care facilities or any other board or non-board occupant on the school site to develop shared lockdown procedures and a communication plan in the event that an emergency procedure is activated

which align with the provincial guideline referenced herein;

- Following Police direction even if such direction does not align with Board procedure in the event that an emergency occurs at the school for which Police presence is required;
- Discussing with the local Police force the preferred procedure for ending a lockdown drill, and ensuring the school's lockdown procedure in their Emergency Response Plan is aligned accordingly;
- Informing the Director's Office when a real lockdown is in process;
- Arranging formal evacuation site arrangements with community partners;
- Sharing emergency procedures with the school's local Police and fire services;
- Maintaining and updating a minimum of two memory sticks with student contact information.

4.3.0 Staff Members are responsible for:

- Ensuring the training, safety and well-being of students;
- Posting the colour-coded floor plan in their classrooms, explaining it to the students, and providing information to students about procedures to follow should an emergency procedure be announced while they are in the washroom or outside of the school building;
- Locking their office/classroom door at the outset of a lockdown after ensuring all students are cleared from hallway areas;
- Training students how to respond when a fire drill occurs during a lockdown, including what to do in the event of an actual fire during a lockdown;
- Providing students with ways to communicate information or any prior knowledge a student may have about a potential situation which may result in a violent incident (for example "Let's Talk, Let's Listen or an anonymous tip-line);
- Initiating Lockdown Procedures upon being advised of a threat to safety in the school, which has been witnessed by a staff person calling to initiate a lockdown announcement by using the PA announcement system, reading the announcement that is posted for lockdowns, and calling 911 to inform the Police that a lockdown has been initiated at the school with the details of the report leading to the request for the announcement,;
- Ensuring washroom areas are checked for students, if it is safe to do so. This should be the staff member closest to the washroom area;
- Following the site-based procedures at their work site;
- Following the direction of the principal (or designate) and Police during an incident at the school.

4.4.0 Students are responsible for:

- Participating in drills, education and/or awareness training in order to familiarize themselves with the school's Emergency Response Plan and corresponding lockdown procedures, such that they are able to respond quickly to the direction of school staff during a crisis situation;
- Disclosing pertinent information to school staff when it involves potential harm to others;
- Not using electronic devices during a lockdown unless they have critical information for the Police or emergency services.

4.5.0 Police are responsible for:

- Responding to and investigating violent incidents. During a violent incident, Police will assume command and control of the school and the ensuing Police investigation. Police will work closely with the principal and school staff in these situations.

4.6.0 Parents/Legal Guardians are responsible for:

- Following Police and school direction during a crisis and to disclose any relevant information they may have prior to or during a crisis situation.

5.0.0 PROCEDURES & COMMUNICATION

5.1.0 Some emergency situations may prevent the safe evacuation of a school building and may require specific steps, including the initiation of a "Shelter in Place", "Hold and Secure" or Lockdown, in order to isolate and protect students and staff from danger. The "Threats to School Safety" procedure includes specific plans to keep students, teachers and other school personnel safe in the event of a threat in the vicinity of a school, a potentially violent incident, or an extreme environmental/weather event.

5.2.0 It is recognized that each potential crisis will be unique to the particular site and its inherent characteristics. The following recommended set of guidelines, which conform to current expectations of the Ministry of Education, have therefore been developed for school use to facilitate consistency across the district when responding to crisis situations. The Supervisor of Safe Schools (currently the Assistant to the Director) can be consulted in the creation of site specific emergency procedures/plans. Each school will implement these procedures in light of their school's unique structure and/or needs while also taking into consideration special needs of staff and student.

5.3.0 As many schools have licensed child care centres, ALCDSD satellite offices, or other tenants and community groups using school premises, it is important that Principals ensure the appropriate staff members from those organizations

are included in the development and implementation of these procedures at each school site and clear communication plans are created.

- 5.4.0 The lockdown procedures in the school's Emergency Response Plan will contain a floor plan, which will be updated annually to include renovations which have impacted upon the school's layout. The floor plan will be colour-coded using red, green, and blue. Red indicates the areas of the school that cannot be locked down safely; green identifies areas sealed off by a working lock; and blue identifies potential command post locations. The floor plan will include the designation of at least two, potential evacuation sites (one of which must be outside a 2 KM radius from the school) as well as two potential in-school command posts. Although the floor plan is a starting point for Police information, the nature of the incident will determine the real impact and corresponding actions.
- 5.5.0 There will be signage in place to identify school buildings and portables, exterior doors, and classrooms. Portables will be clearly marked on all sides with a number. Exterior doors will be marked with A, B, C, and so on at the top of the doorway in clockwise sequence. The main entrance should be designated as exterior door A. All rooms within the school building have a number which is displayed at the doorway to the room.
- 5.6.0 The wording for the PA announcement for a "Lockdown" (threat to safety is in the school) will be posted at the PA announcement system. If any staff member sees a threat to safety in the school and asks for a lockdown announcement, the staff member closest to the PA announcement system shall immediately read the PA announcement for a lockdown over the PA system. Other school staff in the area will contact the nearest principal and/or vice-principal, dial 911 to inform the Police that a lockdown has just been initiated at the school with details of the report leading to the announcement, and call the Education Centre to inform senior administration. A delay in contacting school administration must not delay the PA announcement of a lockdown or the 911 phone call.
- 5.7.0 The person contacted at the Education Centre by the school will ensure that the Director of Education, appropriate school supervisor, and Tri-Board Transportation are informed of the lockdown at the school.
- 5.8.0 The Director of Education, or designate, will inform Trustees of the lockdown either by e-mail or phone as soon as possible.
- 5.9.0 In classrooms and secure areas during a lockdown, staff and students will stay away from doors and windows, turn off lights, close blinds, stay out of sight lines into the area, cover windows into the area, take cover, remain quiet, refrain from cell phone use except for 911 call purposes, as directed by the teacher, and barricade doors where possible. The teacher will take attendance in the area.

- 5.10.0 In portables, desks are to be tipped on their sides with desk-tops facing out, and all desks are to be placed in a circle. The staff and students are to take cover within the circle, crouched down on the floor lower than the top edge of the desk during a lockdown drill or event. In the event of a “Shelter in Place” emergency, staff and students in portables will proceed to the main school building, if it is safe to do so. If it is unsafe to move from the portable classroom to the main school building, the staff and students in the portables will remain there and take shelter.
- 5.11.0 In elementary schools, a staff member working closest to the washroom area will check the washroom if it is safe to do so. Any students found in the washroom will be taken to the nearest secure area. In secondary schools, students are to be instructed to get out of the washroom and proceed immediately to a secure area. Additionally, for the safety of students with special needs in secondary schools, a staff member working closest to the washroom area will check the washroom if it is safe to do so. As a last resort, staff or students who are unable to proceed to a secure area should make all efforts to secure the bathroom door, enter a stall, lock the door, and climb on top of the toilet.
- 5.12.0 In open areas of the school such as cafeterias, libraries, hallways, and other areas, staff and students will proceed immediately to a secure zone or exit the school through an exterior door, if possible. If this is not possible, staff and students will take cover as best as possible, lay motionless, and remain quiet.
- 5.13.0 If a staff member or student is outside of the school building when a lockdown is announced, he or she shall proceed to the off-site evacuation location. If a staff member or student is outside of the school building when a “Hold and Secure” is announced, he or she will re-enter the school building prior to the locking of the exterior doors.
- 5.14.0 When a controlled evacuation is possible, the Police will make this determination during a lockdown and they will direct the evacuation process. The Police will proceed room by room and they will escort the evacuees to the evacuation location.
- 5.15.0 If a fire alarm is pulled during a lockdown, staff and students shall remain locked down and they will not evacuate the school building. If a fire occurs during a lockdown and staff and students are located in the area of the fire, staff and students will respond to the most immediate threat.
- 5.16.0 To conclude a real lockdown, the Police will proceed room by room and they will escort the evacuees to the evacuation location. To end a lockdown drill, the principal will discuss with the local Police force the preferred procedure for ending a lockdown drill, and the school’s lockdown procedure in their Emergency Response Plan will be aligned accordingly.
- 5.17.0 Lockdown training for all staff will occur as part of their initial school orientation at the commencement of their assignment, and will be updated

annually at the first staff meeting in September for all school staff. As part of the planning process for site-specific plans, all tenants should receive training on the procedures. Lockdown training for students will be conducted each semester at the secondary level and each term at the elementary level. Schools are encouraged to ask local Police officers to be part of or lead such training sessions for both staff and students.

- 5.18.0 The Police will respond to the media with respect to the criminal incident and the Police response to the incident. The Communication Department will coordinate the Board's media response in consultation with the Director of Education, as it relates to matters of staff and student safety.
- 5.19.0 Communication with parents is essential. Parents will be informed about the school's lockdown procedures in the school's Emergency Response Plan on an annual basis through some form of communication. This communication will inform them of the location of the evacuation sites both on and off of school property, and what is expected of them should they arrive at the school during a lockdown drill, or if they are present within the school when a lockdown is called.
 - 5.19.1 When the school plans for a lockdown drill, parents will be given some form of advance notice prior to the lockdown drill through such means as Synervoice messaging, newsletters or other established communication practices.
 - 5.19.2 If the lockdown is not a drill, a communication letter written by the school, in conjunction with the school supervisor, will be sent home with each student as soon as possible after the event.
- 5.20.0 Following a lockdown which is not a drill, debriefing opportunities will be offered for students, staff, and parents. The nature and severity of the incident will dictate who should be included to support that debriefing opportunity. It is anticipated that the Board's Crisis Response Team will support and/or lead these debriefing sessions.
- 5.21.0 Lockdown procedures will be reviewed annually as part of the normal review cycle and update of the school's Emergency Response Plan.

Revised: January 2016

APPENDIX E

Bomb Threat and Explosive Incident Procedures

All schools are responsible for the development and implementation of a site-specific school response plan for bomb threats. At the beginning of each school year, the Principal will provide staff with information about the bomb threat procedures, as outlined below, and teachers will instruct classes accordingly, giving considerations for the students' age and understanding. In sites where there are day cares, community workspaces, twin schools, ALCDSB satellite offices, and so forth, plans need to be developed in consultation with all building occupant groups as well as the Safe Schools Team. A custodian should also be included in the planning process if they are not a member of the Safe Schools Team.

Responsibilities:

The Principal is responsible for:

- Planning and implementing the Schools Bomb Threat Response Plan;
- Inviting Police, Fire, and Emergency Medical Services (EMS) to participate in plan development and for making them aware of planning and drills;
- Training of staff and students, and ensuring the overall safety and well-being of staff and students;
- Ensuring special needs of staff and students are taken into consideration when creating site-based plans;
- Updating the School Council annually about the Bomb Threat Response Plan;
- Working with child care facilities or any other board or non-board occupant on the school site to develop shared lockdown procedures and a communication plan in the event that the bomb threat procedure is activated which align with the provincial guideline referenced herein;
- The initial assessment and related decisions, including those regarding visual scans and evacuations during the initial stages of a bomb threat;
- Cooperating fully with the Police who are responsible for management of the threat during on-going incidents, and strive to ensure that all staff and students do the same;
- Following Police direction even if such direction does not align with Board procedure in the event that a bomb threat occurs;
- Informing the Director's Office when the Bomb Threat procedure is in process;
- Arranging formal evacuation site with community partners;
- Sharing the Bomb Threat Response Plan with the school's local Police and Fire services;
- Ensure that student contact information is up-to-date and accessible;
- Ensure site based plans are reviewed annually;

Staff Members are responsible for:

- Ensuring the training, safety and well-being of students;
- Providing students with ways to communicate information or any prior knowledge a student may have about a potential situation which may result in a bomb threat (for example "Let's Talk, Let's Listen or an anonymous tip-line);
- Following the site-based procedures at their work site;

- Following the direction of the principal (or designate) and Police during a bomb threat at the school.

Students are responsible for:

- Participating in drills, education and/or awareness training in order to familiarize themselves with the schools Bomb Threat Response Plan, such that they are able to respond quickly to the direction of school staff during an incident;
- Disclosing pertinent information to school staff when it involves potential harm to others;
 - Parents/Legal Guardians are responsible for:
 - Following Police and school direction during an incident and to disclose any relevant information they may have prior to or during an incident.
 - Police are responsible for:
 - Responding to and investigating bomb threats and explosives incidents, including controlling the explosion site.
 - Assuming command and control of the response and investigation during any such incident, working closely with the Principal and other emergency services throughout the process.

Procedures and Communication:

1. It is recognized that each potential crisis will be unique to the particular site and situation. The following recommended set of guidelines, which confirm to the current expectations of the Ministry of Education, have therefore been developed for school use to facilitate consistency across the district when dealing with a bomb threat or an explosive situation.
2. As many schools have licensed child care centres, ALCDSB satellite office, or other tenants and community groups using school premises, it is important that Principals ensure the appropriate staff members from those organizations are included in the development, implementation, and training (drills) of these procedures at each school site.
3. Clear communication plans need to be developed to ensure that all building occupants are informed in the event this procedure is activated. The communication plan must also include notification of the Director's Office, field trip supervisors, itinerant staff, and alternate program centres.
4. The bomb threat and explosive incident procedures in the school's Emergency Response Plan will contain a floor plan, which will be updated annually to include renovations which have impacted upon the school's layout. The floor plan will include the designation of at least two potential evacuation sites as well as two potential in-school command posts. Hard copies of the floor plans should be available to Police as a starting point for Police information. However, the nature of the incident will determine the real impact and corresponding actions.
5. There will be signage in place to identify school buildings and portables, exterior doors, and classrooms. Portables will be clearly marked on all sides with a number. Exterior doors will be marked with A, B, C, and so on at the top of the doorway in clockwise sequence. The main entrance should be designated as exterior door A. All rooms within the school building have a number which is displayed at the doorway to the room.

6. Each school plan should designate primary, secondary and off-site command post locations. 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. Individual school plans should consider 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 publically circulated so they do not become locations for secondary incidents.
7. Each site-based plan should include Bomb Threat Intake Procedures, Initial Assessment Procedures, Visual Scans, Procedures Following the Location of a Suspicious Device/Package, Evacuation Procedures, Re-entry Procedures and Procedures Following an Explosives Incident. Site-based plans should be reviewed annually.

Bomb Threat Intake Procedures

Most bomb threats are made over the telephone by anonymous callers. 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.

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 from them initiating response procedures.

It is recommended that a checklist be made available to staff members who are most likely to receive a bomb threat. 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), 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
- What time the caller hangs up

If possible, the call taker should attempt to notify the school Principal or designate during the telephone call. If not, the Principal or designate should be notified immediately after the

call. All pertinent details of the call should immediately be relayed to the Principal and documented.

Site based plans should also address bomb threats that are received through electronic means (email, text, web-based). Received messages must be communicated to the school Principal or designate when received, during and after school hours, including on weekends and holidays.

Initial Assessment of Information

The safety of students and staff is paramount during a bomb threat and therefore every threat must be assessed individually, based on known information. Decisions regarding scans and evacuations are made **after a 911 call to the Police** and after an assessment of known information.

Presented below are areas of concern that should be addressed within site based plans, and should be assessed during an incident.

The Police should be contacted by calling 911. The Police department dispatch will ensure the Fire department is also called. While contacting the Police, the initial assessment can be started, and that information relayed to the Police as it becomes available.

Initial assessment of information should be based on the following:

- The information recorded on the bomb threat checklist (see above);
- Any other notes made by the call taker;
- 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;
- Activities taking place in the school at the time of the threat (e.g. examinations);
- 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.

Throughout any bomb threat incident, there needs to be an ongoing assessment of the situation, with any new information being provided to the Principal or designate and Police. Specifically, the principal or designate needs to be informed:

- If a suspicious package/device is located
- Of any interference with any type of evacuation that is underway
- If an explosive incident occurs

Visual Scans

Staff who are familiar with students and fellow staff, and who have a detailed knowledge of the facility are able to discern what does and does not belong within their classroom/school area and therefore are best suited to recognize suspicious devices/packages.

Staff can conduct a safe, visual scan of their classroom/school area at the time of a bomb threat. *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.

Procedures Following the Location of a Suspicious Device/Package

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

- Isolation/containment of the device/package, ensuring that it is not touched (for example: evacuate the area, lock the room, etc.);
- Immediate communication of the discovery to the principal and to the Police and Fire department;
- Immediate re-evaluation of any evacuation decision in light of the discovery;
- The principal will work with emergency services personnel to evaluate the need to relocated 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.

Evacuation Procedures

Procedures to facilitate a safe and effective partial or full evacuation of the facility should be developed at each site. Bomb threat drills and fire drills will involve evacuation plans that are similar in many ways. 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.

The notice to evacuate must be unambiguous and the evacuation location must be clearly understood. Clear, concise language should be used, rather than codes. 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.

Students should be directed to quietly leave the location, proceed in a calm and orderly manner, and assemble in the designated evacuation location(s). Students should be directed not to return to their lockers. Removing these articles will assist the Police with any subsequent search of the area, by decreasing the number of suspicious packages/devices.

Evacuation plans should include provisions 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.

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.

Re-entry Procedures

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. Plans should include procedures for announcing the end of a partial or full evacuation, and may include a general announcement via the 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.

Procedures Following an Explosives Incident

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.

When an explosives incident occurs, the school principal should be notified immediately and informed of any action taken. 911 should be called for notification of fire department, emergency medical services, and Police. The command post location should be determined for clear communication.

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. If possible, take attendance and communicate that information (e.g. anyone missing) to the command post.

Determine whether an evacuation of the entire site is necessary, or whether a partial evacuation of the area around the explosives incident will suffice. Partial evacuation should only be considered if there is no fire as a result of the incident.

Staff and students should follow proper evacuation procedures. They should be asked to keep their eyes open for unusual packages and complete a visual scan of the areas being evacuated and along the evacuation route. If a suspicious package is noticed, it should be reported to emergency responders immediately on arrival at the evacuation location.

Once the area has been evacuated, staff and students should not re-enter an explosion scene.

Throughout the incident, communication should be through intercoms and telephones. Radios and walkie-talkies are *not* recommended, given that radio signals may detonate sensitive explosive devices.

APPENDIX F

RESPONDING TO A CHILD IN NEED OF PROTECTION A STAFF GUIDE

As the child discloses DO:	
<ul style="list-style-type: none">♦ Believe the child.♦ Remain calm.♦ Take time to respond to the child's questions and concerns.	<ul style="list-style-type: none">♦ Reassure and support the child.♦ Reinforce the need to involve others.♦ Be careful not to ask leading questions or pry for details.

Reporting Procedure DO:

- Make the report yourself, (it is your responsibility to report directly). Provide the child's name, D.O.B., address, phone number, parent's name, name and age of siblings, native status and health problems.
- Inform the Principal/designate immediately of the disclosure (do not leave the child alone).
- After a report has been made, the parent/guardians should not be notified until there has been consultation with the Children's Aid Society/Family and Children's Services.
- Clarify with the Children's Aid Society/Family and Children's Services worker as to whether or not there will be same day response in the school and/or whether the student can be dismissed from school at the end of the day.
- Share with the Children's Aid Society/Family and Children's Services worker any information regarding the child or family which may help in the planning process.
- Stay with the child until the Children's Aid Society/Family and Children's Services worker arrives at the school, recognizing that the child may require support during this period.
- Ask the child if he/she would like an adult to remain with him/her as support. Let the child know who is available to him/her. Respect the child's wishes. The child may or may not want a support person present during the interview.
- If the alleged offender is another student and in a position of trust and authority, follow the same procedure.
- NOTE: Only the Children's Aid Society/Family and Children's Services should call or talk to the alleged offender. If the alleged offender is employed by the Algonquin Lakeshore Catholic District School Board or a volunteer of the Board, follow the Board procedure as outlined in Administrative Procedure 341.
- Begin the documentation process immediately. Be aware any notes may be subject to review by a court during a criminal or civil proceeding. Ensure that your notes are factual and do not contain your opinions and include the date and time of the disclosure. These records are your responsibility and should be kept in a secure location at the school, not in the child's OSR.

After the Disclosure DO:

- Keep communication open with the child who may require ongoing support
- Respect the child's right to privacy by not identifying him/her to other staff or students

Resources: Referral and Consultation:

- Family & Children's Services of Frontenac, Lennox and Addington

To Report: 24 hours/day, 7 days a week. (613) 545-3227 or toll free (855) 445-3227

- Kingston Police Force 24 hours 613-549-4660
- Ontario Provincial Police 24 hours
- Frontenac Detachment 613-372-1932
- Kaladar Detachment 613-336-2244
- Loyalist Detachment 613-386-8601
- Napanee Detachment 613-354-3369

Revised 2016

APPENDIX G
EXCERPT FROM CANADIAN CHARTER OF RIGHTS AND FREEDOMS
(CONSTITUTIONAL ACT, 1982)

Section 7:

Everyone has the right to life, liberty, and security of the person and the right not to be deprived thereof except in accordance with the principals of fundamental justice.

Section 8:

Everyone has the right to be secure against unreasonable search or seizure.

Section 9:

Everyone has the right not to be arbitrarily detained or imprisoned.

Section 10:

Everyone has the right on arrest or detention

- a) to be informed promptly of the reasons therefor;
- b) to retain and instruct counsel without delay and to be informed of that right; and
- c) to have the validity of the detention determined by way of habeas corpus and to be released if the detention is not lawful.

Section 11:

Any person charged with an offence has the right

- a) to be informed without unreasonable delay of the specific offence
- b) to be tried within a reasonable time
- b) not to be compelled to be a witness in proceedings against that person in respect of the offence;
- c) to be presumed innocent until proven guilty according to law in a fair and public hearing by an independent and impartial tribunal;
- d) not to be denied reasonable bail without just cause;
- e) except in the case of an offence under military law tried before a military tribunal, to the benefit of trial by jury where the maximum punishment for the offence is imprisonment for five years or a more severe punishment.
- f) not to be found guilty on account of any act or omission unless, at the time of the act or omission, it constituted an offence under Canadian or international law or was criminal according to the general principals of law;
- g) if finally acquitted of the offence, not to be tried for it again and, if finally found guilty and punished for the offence, not to be tried or punished for it again; and
 - i. if found guilty of the offence and if the punishment for the offence has been varied between the time of commission and the time of sentencing, to the benefit of the lesser punishment.

Section 12:

Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.

APPENDIX H

YOUTH CRIMINAL JUSTICE ACT EXCERPTS WHEN STATEMENTS ARE ADMISSIBLE

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

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

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

Statement of a Young Person - Youth Criminal Justice Act, Section 146

1. Statement Recording Method:

Audiotape (No.) Written DVD (No.) Videotape (No.)
Police Service:

Police Case ID:

Occurrence No:

Date: Time Completed:

Location: Start Time:

Interviewing Officer(s): Name of Young Person: Address:

Date of Birth:

Name:

Parents Adult Relative Other Adult

Address: Phone Number:

You are charged with: You may be charged with:

2. Do you understand the charge(s)?/accusation(s)?

Reply:

If at any time you do not understand anything, tell me and I will explain it to you. Do you understand? Reply:

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

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

Not Applicable (officer's initials) Warning Read: Yes

Do you understand? Yes No

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

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

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

Reply:

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

Do you understand? Reply:

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

Do you understand? Reply:

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

Do you understand? Reply:

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

Do you understand? Reply:

f) Do you want to talk to a lawyer? Reply:

g) Do you want to talk to one or both of your parents? Reply:

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

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

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

Do you wish to make a statement? Reply:

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

Do you understand? Reply:

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

Do you understand? Reply:

6. WAIVER OF RIGHTS

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

I choose not to talk with any of these people.

Signature of Young Person

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

Signature of Young Person

7. CAUTION

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

Reply:

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

Do you understand? Reply:

8. SECONDARY CAUTION

If you have spoken to any other Police officer or if anyone else has spoken to you in connection with this matter, I want it clearly understood that I do not want it to influence you in making a statement.

Do you understand? Reply:

You are reminded that you do not have to say anything about this charge unless you want to.

Do you understand: Reply:

Do you wish to make a statement? Reply:

Signature of Young Person: Witnesses:

Time Completed:

(1)

Signature:

(2)

Signature:

APPENDIX I

SEARCH & SEIZURE

- The Education Act, section 265(a), states one of the duties of a principal is to maintain proper order and discipline in the school.
- The Canadian Charter of Rights and Freedoms states that everyone has the right to be secure against unreasonable search and seizure.
- School administrators must have reasonable grounds to believe that there has been a breach of school rules and that a search of a particular student would reveal evidence of that breach.
- The Board prohibits the possession, on school property or at authorized school functions, of substances or objects which may threaten good order, discipline, decorum, and public safety. Such materials or objects may include, but are not restricted to: alcoholic beverages, illicit drugs, stolen property, weapons (either restricted or prohibited by law), any object which may be used as a weapon and which may cause serious injury, and material of a discriminatory nature (hate literature, racist literature, pornography, etc.)
- Random searches or searches based on a hunch would likely be in contravention of the Canadian Charter of Rights and Freedoms.
- Administrators may initiate a search if they receive credible information from a student, staff member, support staff member, parent, community member, or visitor.
- If it is apparent that a criminal offence has occurred or is likely to occur, school administrators should immediately contact the Police.
- Students should be reminded that lockers are school property and that school administrators have the authority to remove locks and search lockers when safety issues arise.

The Supreme Court of Canada has indicated that:

- School administrators must have reasonable grounds to initiate a search;
- A search warrant is not needed for a school administrator to conduct a search;
- Administrators must be afforded flexibility in maintaining order and discipline in the schools.

How to Conduct a Proper Search:

- There must be reasonable grounds that there has been a breach of school policy;
- Except in rare circumstances, only administrators should conduct a search;
- Administrators must use best judgment, discretion, common sense, and prudent decision-making before embarking on a search;
- If time and circumstances permit, you may want to consult with your school supervisor before proceeding with a search;
- When the object that the student is believed to be in possession of is a weapon (like a firearm), the Police should be contacted immediately;
- Where the need for a personal search (pockets, shoes, wallet, backpack, etc.) is indicated, the individual should be given the opportunity to produce the substance or object which he or she is suspected of possessing;

- Materials should be photocopied and objects carefully detailed (i.e. photos, weight, dimensions) prior to their removal by the Police;
- Searches should be conducted in the privacy of the principal's office with at least one administrator and another adult witness present at all times;
- The search must be minimally intrusive for the student;
- Consideration should be given to the age, gender, and particular needs of the student; the search of a student's belongings, such as a locker, desk, knapsack, etc. under most circumstances, should be conducted in the presence of the student;
- While conducting a search of a student's belongings, notes should be taken contemporaneously detailing the names of the individuals who are present, the exact time, and any contents seized from a student's locker, knapsack, desk, etc. the Police/Board Protocol should be followed when Police are summoned to the school to conduct a search of a student or a student's belongings;
- The Police should be contacted if the student refuses to be searched or flees. In addition, the Police should be contacted if there is a need to search a student's vehicle. Administrators do not have the same authority to conduct a vehicle search;
- Whether or not anything is found, the parent/guardian of the student (under 18 years of age) who is the subject of the investigation should be contacted;
- Any prohibited substance or object discovered as the result of a search shall be confiscated and retained in a secure location. In all cases, a record should be kept of all seized substances or objects.

With thanks to the OPC, TDSB, & TCDSB for much of the content for this fact sheet. The document has been vetted by ALCDSB Legal Counsel.

APPENDIX J

CREATING SAFE SPACES: RESPONDING TO STUDENT THREAT MAKING BEHAVIOUR - A STAFF GUIDE

Creating safe places for students incorporates both a welcoming tone and a safe environment. All school sites must plan for and reinforce security practices that help keep students and staff safe. Police Officers can also assist a school when planning for secure building conditions.

Suggestions for school staff and parents as they develop safe school practices in their schools are:

- administration should review procedures for late arrival to school and student pickup, with all staff, parents and guardians;
- signs reading Visitors must report to the Main Office are posted at all school entrances; signs should indicate location of the office;
- schools should have an outside sign that is clearly visible when approaching the school;
- school entrances, driveways and parking lots are visible to office personnel; office windows are clear of obstructions to ensure clear visibility of access points;
- parking lots are clearly lit to ensure the safety of all who use them, with the installation of convex mirrors to allow safe vision around corners;
- schools have a vehicle identification system to identify vehicles that are legitimately parked in school parking lots;
- transportation areas have adequate space and supervision;
- unassigned lockers are locked;
- students should use school issued locks on their lockers;
- classrooms should be numbered for easy identification;
- kitchen areas, caretaking areas, technology and chemical storage areas should be secured from unsupervised student access;
- access to unsupervised areas within the building is reviewed;
- stairwells, stage areas, custodial supply closets, electrical or furnace rooms and other largely deserted areas are evaluated for safety and security;
- potential hiding places are blocked or carefully secured;
- ensure that PA systems are in working order for receiving and sending information; where PA systems are not available, school principals should have other communication plans in place;
- staff work areas are visible to the rest of the school, have access points and are able to access emergency support if required;
- all classrooms, including portable classrooms, have communication access to the main office;
- schools should have a clear registration process in order to gather adequate information to meet the learning needs of the student;
- the Student Code of Behaviour should be in agendas, posted on the school website, posted in classrooms and reviewed with students on a regular basis.
- In addition, school principals shall ensure that:
 - students will not be assigned to unsupervised areas at any time or under any circumstances;

- playgrounds are appropriately supervised. In order to accomplish this, principals will consider visual barriers, and public access to the school yard;
- the School will develop an Emergency Response Plan (See Board administrative procedures).

Revised January 2016.

APPENDIX K

RESPONDING TO STUDENT THREAT MAKING BEHAVIOUR: A PARTNER GUIDE

All staff and students will report behaviors to the school principal/designate that may pose a risk or threat to others.

Worrisome Behaviours, include but are not limited to:

Violent Content:

- Drawing Pictures
- Writing stories/journals
- Vague threatening statements
- Unusual interest in fire
- Significant change in anti-social behaviour

High Risk Behaviours Include but are not limited to:

- Possession of weapon/
• replica
- Bomb threat plan
- Verbal/written threat to kill/injure
- Internet website threats to
• Kill or injure self/others
- Fire-setting
- Threatens violence

Immediate Threat: Call 911

Include but are not limited to:

- Weapon in possession that poses serious threat to others
- Plan for serious assault
- Homicidal/suicidal behavior that threatens safety
- Fire-setting

Principal Informed

In School TA Team

(Worrisome and High Risk Behaviours)

ALCDSB/Community TA Team Support

Lead: School Principal consult with School TA Team & Staff to develop a plan and consider the following:

- Determine Level of Threat: use ALCDSB Framework
- Consult with Senior Administrator: Educational Services
- Contact area School Supervisor (SS)
- (SS will inform the Director and Supervisor of
• Safe School)
- Access TA Community Partners

- Refer Media to Director's Office or
- Supervisor of Safe Schools
- Lead: School Principal consult with School TA Team, Staff and District TA Team to develop a plan
- Use ALCDSB Framework
- Contact area School Supervisor
- SS will inform the Director and
- Supervisor of Safe Schools
- Discipline as per Safe Schools
- Contact Senior Administrator: Educational Services to access Board BATEam
- Access Community Partners

School TA Team: Principal, VP, AVP, ACW, SST, LPS, Guidance Staff, appropriate involved classroom teachers, others as needed.

District TA Team: School Principal, Supervisor of Safe Schools, School Supervisor, Educational Services Administration and staff, Police, BATEam, and community partners as per agreement.

Please note these forms and charts are available for download at: www.alcddb.on.ca

APPENDIX L

ONTARIO REGULATION 472/07

SUSPENSION AND EXPULSION OF PUPILS

Mitigating 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 Education Act, the following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control his or her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person. O. Reg. 472/07, s. 2.

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:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension or expulsion would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii. whether appropriate individualized accommodation has been provided, and
 - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.



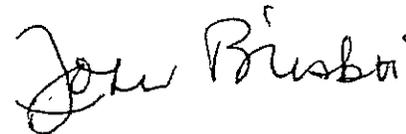
Board Chair
Limestone District School Board



Board Chair
Algonquin & Lakeshore Catholic
District School Board



Board Vice-Chair
Limestone District School Board



Board Vice-Chair
Algonquin & Lakeshore Catholic
District School Board



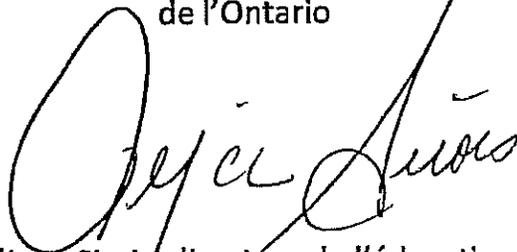
Director of Education
Limestone District School Board



Director of Education
Algonquin & Lakeshore Catholic
District School Board

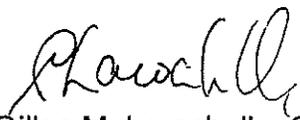


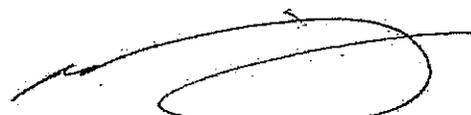
Conseil des écoles publiques de l'Est
de l'Ontario



Réjean Sirois, directeur de l'éducation
Conseil des écoles catholiques du
Centre-Est de l'Ontario

SIGNATORIES FOR THE POLICE/SCHOOL BOARD PROTOCOL

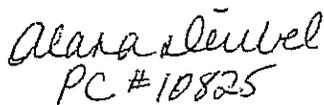

Gilles M. Larochelle, Chief of Police
Kingston Police

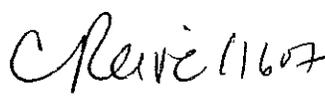


INSPECTOR P. FINNEGAN
DETACHMENT COMMANDER
NAPANEE OPP
Napanee O.P.P.


Ron Gignac
Belleville Police Service


Prince Edward County O.P.P.


Alana Leibel
PC #10825
Central Hastings O.P.P.


Inspector Christina Reive
Detachment Commander
Quinte West Detachment
Quinte West O.P.P.


Frontenac O.P.P.


Stirling-Rawdon Police Service



Caring and Safe Schools – Bomb Threat/Explosive Incident Protocol



Bomb Threat

“Bomb Threat and Explosive Incident” procedures are initiated when a threat of a bomb or explosive device is received by a school either by phone or some other means (mail or social media for example).

When the school receives reliable information that danger is present at the school site, the receiver of information will initiate a Bomb Threat and Explosive Incident Response.

If so, the following should occur as quickly as possible:

- ♦ Initiate **Bomb Threat and Explosive Incident** response.
- ♦ Call 911 to communicate: the nature of the incident that has made a **Bomb Threat and Explosive Incident** response necessary and any details regarding specific location or individuals involved school cell phone number and land line for police use, if requested



EMERGENCY PREPAREDNESS

RESPONSE GUIDE

Bomb Threat/Explosive Incident



INTRODUCTION

This Emergency Preparedness Response Guide is provided to enable the staff and students of _____ to respond to a bomb threat/explosive Incident.

PURPOSE

The guide will provide staff with a description of responsibilities of specific personnel within the school community.

AUTHORITY

The Principal shall ensure that this plan is currently maintained and its contents regularly reviewed with all staff of the school. The plan will be contained in the _____ in the possession of all staff members.

OPERATIONAL CIRCUMSTANCES

Actions described in this guide shall be executed when:

- a. the safety of the school population is threatened by circumstance.
- b. the safety of the school is in jeopardy because of a threat to the surrounding area.
- c. the Board executes the steps of its Response Guide because of a local or Board implicated threat.

NOTIFICATION

Upon receiving a bomb threat or responding to the possibility of an explosive incident, call 911.

The Principal or designate shall notify the Office of the Director of Education and inform them of the bomb threat/explosive incident emergency situation, 613-354-2255, Ext. 448.

A decision shall then be reached as to whether the directives of this response guide shall be implemented. If a threatening emergency situation arises which does not allow for time to contact the Director of Education, contact will be made with the Office of the Director at the earliest time possible.

The Board's Emergency Operations Centre at 151 Dairy Avenue, Napanee will be accessed (**Appendix B**). This communication system can be supplemented by means of cellular telephones or electronic mail, as well as by means of all buses and taxis serving this site.



Bomb Threat Intake Procedure

- ◆ Upon receiving a call, the receiver should use (if possible) the checklist provided (Appendix A)
- ◆ The Principal or designate should be notified during the call, but if not possible immediately following the call
- ◆ Call 911 to notify police, who will in turn ensure other EMS are notified
- ◆ Make a P.A. announcement stating:

**Our school is initiating a *Bomb threat/Explosive Incident* response.
Staff and students are to respond accordingly.**

- ◆ Inform all occupants, tenants and visitors (permit holders, daycare centres, etc.), field trip supervisors, and alternate program sites that a **Bomb threat/explosive incident** response has been initiated.
- ◆ Exterior doors should remain in the locked or unlocked status they were in when the response was initiated.

Once a Bomb Threat/Explosive Incident has been initiated, the school becomes an emergency site under the authority of the local Police Services

Initial Assessment Procedures

The safety of students and staff is paramount during a bomb threat and therefore every threat must be assessed individually, based on known information. Decisions regarding scans and evacuations are made after a 911 call to the police and after an assessment of known information.

Initial Assessment is based on:

- ◆ The information recorded on the bomb threat checklist (**Appendix A**)
- ◆ Any other notes made by the call taker
- ◆ 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
- ◆ Activities taking place in the school at the time of the threat (eg. examinations)
- ◆ 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

Visual Scans:

Staff can conduct a safe, visual scan of their classroom/school area at the time of a bomb threat. Under no circumstances should a staff member conducting a visual scan touch a suspicious device or package

- ◆ School Staff conduct a visual scan of their workspace
- ◆ Principal/Designate conducts a visual scan of common areas



Procedures Following the Location of a Suspicious Device/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 police and principal.

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

- ♦ Isolation/containment of the device/package, ensuring that it is not touched (for example: evacuate the area, lock the room, etc.).
- ♦ Immediate communication of the discovery to the principal and to the police and fire department
- ♦ Immediate re-evaluation of any evacuation decision in light of the discovery
- ♦ The principal will work with emergency services personnel to evaluate the need to relocated 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.

Evacuation Procedures

If evacuation must be immediate and off the site:

- 1) Principal/Designate will notify staff by PA system or other school communication system.
- 2) Students and staff will exit the building, taking all immediate possessions and wait for instructions at the school's designated evacuation site.

Location # 1 _____
 Location # 2 _____

The Principal will contact the Director by phone.

Laurie Morton (Office of the Director) 613-354-2255 ext. 448
 _____ (School Superintendent) 613-354-2255 ext. _____

- 1) In an evacuation, the following procedures will apply:
- 2) Principal or designate will call _____ to notify the evacuation site that the school is evacuating. In the event that location #1 is unavailable, we will proceed to location # 2.
- 3) Principal or designate will notify Tri-Board:
 - i. Tri-Board Student Transportation Services – **Gord Taylor 613-354-1981, Ext. 324**
- 4) Principal will inform the Director's Office when students are evacuated. Information to the public will be conveyed through the Director's Office.



- 5) Custodian will:
 - Shut down the physical plant of the building, i.e. boilers, fans, etc., and making the building secure;
 - Maintain contact with the Principal.
- 6) Upon arrival at the evacuation site, students will enter and await further instructions.
- 7) Teachers will take attendance and report any students unaccounted for to administration.
- 8) The decision to re-enter (to end the evacuation) shall be made by the on-scene police incident commander in consultation with the Principal or designate. The Principal or designate will convey this message to staff and students.

Procedures Following an Explosive Incident

Explosive incidents may occur without warning or after a bomb threat has been received. Explosive 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.

- 1) Call 911
- 2) Evacuate immediate area and set up command post
- 3) Follow evacuation plan (see above)
- 4) Administer First Aid, as required.



Appendix A: Bomb Threat Intake Procedure (Checklist)

Most bomb threats are made over the telephone by anonymous callers. 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.

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 from them initiating response procedures.

It is recommended that a checklist be made available to staff members who are most likely to receive a bomb threat. 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 (eg pipe bomb), if that information is revealed by the caller
- ◆ Any unique speech characteristics of the caller
- ◆ Any background noises (eg traffic, music, laughter)
- ◆ The condition or emotional state of the caller (eg 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
- ◆ What time 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.



Appendix B: SYSTEM RESPONSE

Contact Name/Position	Home/Work Numbers
Emergency Coordinator (Doug Campbell)	613-478-1536/613-354-2255, Ext. 403 (Cell 613-391-4269)
Office Administrator - Director of Education (Laurie Morton)	613-354-2255, Ext. 448
Director of Education - Spokesperson (Jody DiRocco)	613-354-2255, Ext. 449
Superintendent of School Effectiveness (Theresa Kennedy)	613-354-2255, Ext. 439
Tri-Board Student Transportation Services Manager (Gord Taylor)	613-354-1981, Ext. 324
Plant Operations Manager (Kevin Shannon)	613-962-4993/613-962-7580 (Cell 613-848-4755)

LOCAL RESPONSE

- Evacuating Principal - _____
- Evacuating Floor Captain - _____
- Evacuating Secretary - _____
- Evacuating Custodian - _____
- Students in Need of
Special Assistance Supervisor - - _____