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INTRODUCTION

*Updated as per Ministry Document 2015

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

This document has been prepared for the following reasons:

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

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 Human Rights Code) and by case law.

It is important for schools and police to respect the human rights of students under the Human Rights Code (the Code) and the Canadian Charter of Rights and Freedoms (Charter) in the interpretation and application of this document. For more information, see www.ohrc.on.ca

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

This Document

Promoting the well-being of all students in Ontario schools is one of the key goals in the government’s renewed vision for education.¹ To help achieve this goal, all partners in education – students, parents,² school staff, and community organizations – must work together to create and sustain safe, accepting, and healthy schools across the province.

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

² In this document, the term parent(s) refers to parent(s) or legal guardian(s).
It is understood that the strategy can be effective only if decisions about school safety are informed by reliable data, including school climate and violent incident data. The data that schools collect on school climate can, for example, provide information on risk factors for violent or antisocial behaviour. Decisions should be made on the basis of assessments of priority, need, and risk that are as accurate as possible.

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

It should be noted here that the school-police partnership is consistent with the findings of the Provincial Approach to Community Safety and Well-Being (the Provincial Approach), an initiative led by the Ministry of Community Safety and Correctional Services (MCSCS). The ministry, in collaboration with its interministerial, policing, and community partners, is in the process of developing a Provincial Community Safety and Well-Being Planning Framework as part of the final phase of the initiative. The framework will promote a service delivery model that encourages multisectoral approaches and partnerships to respond to crime and complex social issues on a sustainable basis.3

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, businesses, and the Crown.

3. The framework is the result of the third and final phase of the initiative. Reports developed in the first and second phases – Crime Prevention in Ontario: A Framework for Action and Community Safety and Well-Being in Ontario: Booklet 2 – A Snapshot of Local Voices, respectively – can be found at www.mcsces.jus.gov.on.ca/english/publications/ Policing Reports/MCSCS_pubs_policing.html.
In the development of this police/school board protocol, the school boards and police services have considered all relevant legislation, including, but not limited to, the:

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

1. SIGNATORIES TO THE PROTOCOL
This document provides a clarification of our respective roles and responsibilities, and represents the open lines of communication that exist between our agencies. The Conseil scolaire de district catholique Centre-Sud, the Conseil scolaire Viamonde, the Dufferin-Peel Catholic District School Board, the Peel District School Board, the Ontario Provincial Police – Caledon Detachment, Orangeville Police Service and the Peel Regional Police support the principles and protocol set out in this document.

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Dufferin-Peel Catholic District School Board

JENNIFER EVANS
Chief of Police
Peel Regional Police

WAYNE KALINSKI
Chief of Police
Orangeville Police Service
2. COLLABORATING AGENCIES

- **Conseil scolaire de district catholique Centre-Sud**
  110, avenue Drewry
  North York, ON
  416-397-6564 • 1-800-274-3764

- **Conseil scolaire Viamonde**
  116 Cornelius Parkway
  Toronto, ON
  M6L 2K5
  416 614-0844 • 1-888 593-5383

- **Dufferin-Peel Catholic District School Board**
  40 Matheson Boulevard West
  Mississauga, ON
  L5R 1C5
  905-890-1221 • 1-800-387-9501

- **Peel District School Board**
  5650 Hurontario Street
  Mississauga, ON
  L5R 1C6
  905-890-1010 • 1-800-668-1146

- **O.P.P. – Caledon Detachment** – In An Emergency, Dial 9-1-1
  15924 Innis Lake Road
  Caledon East, ON
  L7C 2Z1
  905-584-2241

- **Orangeville Police Service** – In An Emergency, Dial 9-1-1
  390 C Line
  Orangeville, ON
  L9W 3Z8
  519-941-2522

- **Peel Regional Police** – In An Emergency, Dial 9-1-1
  7750 Hurontario Street
  Brampton, ON
  L6V 3W6
3. STATEMENT OF PRINCIPLES

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

- police have responsibility for the investigation of alleged criminal offences;
- the school boards have the responsibility for maintaining proper order and discipline in their schools and for ensuring the safety of staff, students and all members of the school community where subject to the school boards’ jurisdiction; and
- students and/or their parents/guardians are free to seek police involvement in incidents that fall outside the categories covered in this Protocol or in cases where the school does not involve the police.

The guiding principles upon which the terms of this agreement are based and which are relevant to the jurisdiction, include the need to:

- have a clear understanding of police and school responsibilities;
- promote respect and civility in the school environment;
- respect the 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
- support both rights and responsibilities.

4. INTRODUCTION

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

The purpose of this Protocol is to:

- assist in the greater safety and protection of students, teachers, principals, staff, and volunteers in schools;
- encourage constructive, ongoing, adaptive, and responsive partnerships between police and the school community in areas such as violence prevention;
5. **ROLE & MANDATE OF POLICE SERVICES**

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

- engage and work proactively and collaboratively with school officials to ensure the effectiveness of this Protocol;
- protect public safety and prevent crime;
- enforce the *Youth Criminal Justice Act*, the *Criminal Code*, and other federal, provincial, and municipal legislation and related regulations;
- uphold the duties legislated under section 42 of the *Police Services Act*;
- assist victims of crime;
- conduct police and criminal investigations;
- assist in the development of young people’s understanding of good citizenship;
- promote and foster the prevention and reduction of crime, both against and committed by young people;
- provide information on community safety issues;
- divert young people away from crime and antisocial behaviour; and
- work in partnership with other government and community-based service providers to support positive youth development.

6. **ROLE & MANDATE OF SCHOOL BOARDS**

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

The *principal’s* role is consistent with his or her duty pursuant to the *Education Act*, to give attention to the health and well-being of students and to maintain proper order and discipline in the school. Principals and other school personnel, shall:
clearly explain the board’s code of conduct to the school community, and the potential reach of school discipline with respect to behaviours taking place outside of school that have a *negative impact on school climate*;

engage and work proactively and collaboratively with police officials to ensure the effectiveness of this Protocol;

ensure that all staff, including occasional, part-time, or itinerant teachers, have the means, training, and resources to implement the provisions of this protocol that may apply to them, including the ability to lock their classroom doors during a lockdown (see Appendix B);

comply with the requirements related to the duties of principals and teachers under the *Education Act* and regulations;

consider the roles and responsibilities of the principal in conducting investigations of incidents for which *suspension* or *expulsion* under the *Education Act* are possible, including the responsibility to take *mitigating and other factors* into account, as set out in Ontario Regulation 472/07;

comply with the requirements legislated under the *Child and Family Services Act* (e.g., “duty to report”);

respect the board’s code of conduct, as required by the *Education Act* (s. 302);

ensure that resources (e.g., on drug awareness, on bullying prevention) are accessible to assist school staff in promoting a positive school environment with students and parents;

develop policies on how to respond to crises, including the development of a communications plan;

ensure that appropriate prevention and intervention strategies are available;

provide all staff with opportunities to acquire the skills necessary to promote safe, equitable, and inclusive school environments; and

develop an effective 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.

### 7. DEFINITIONS / EXPLANATIONS OF TERMS

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

### 8. A COORDINATED APPROACH TO VIOLENCE PREVENTION

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 behaviour.
In a closely cooperative relationship, police may also offer support in a consulting role, to assist school personnel in determining appropriate action when dealing with violent behaviour and to explain the procedures for police investigations.

Police work in partnership with schools and other community-based service providers to administer various crime-prevention programs, including programs that focus on areas such as peer mediation or conflict resolution; 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 can play an important role in the school community, which presents extensive opportunities for employing the strategy of “crime prevention through social development” (CPSD). CPSD involves preventing and reducing crime by identifying and addressing the risk factors associated with crime and victimization. Police use proactive measures that focus on the factors that precipitate the onset of criminal and antisocial behaviour.

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

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

Strategies that schools can use to help prevent violence include:

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

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

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

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.

9. OCCURRENCES REQUIRING POLICE RESPONSE

The following incidents require mandatory reporting to police (for students under the age of 12, refer to section 18 below). Note that mandatory police reporting does not mean that police will lay charges in every situation; however, for the incidents listed, police must be notified. The incidents listed include those that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on school climate.

(a) Mandatory Notification Of Police

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\textsuperscript{*} in weapons or in illegal drugs;
• possessing an illegal drug;
• hate and/or bias-motivated occurrences\textsuperscript{*};
• gang-related occurrences\textsuperscript{*};
• extortion\textsuperscript{*};
• non-consensual sharing of intimate images\textsuperscript{*}; and
• bomb threats

(b) \textbf{Discretionary Notification Of Police}

Principals should consider notifying police of the following types of incidents:

• giving alcohol to a minor;
• being under the influence of alcohol or illegal drugs;
• physical assault;
• threats\textsuperscript{*} of serious physical injury, including threats made on social networking sites or through instant messaging, text messaging, e-mail, etc.;
• incidents of bullying\textsuperscript{*};
• incidents of vandalism; and
• trespassing incidents

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 and/or dealing with mental health issues, school boards should identify circumstances where a police response is neither necessary nor appropriate. Refer to section 16 below for further information on dealing with students with special education needs.
Police Investigation
Victim/Witness

Victim/Witness under 18 years:
- Principal notifies parent/guardian prior to commencement of interview
  - Parent/guardian contacted
    - Once parent/guardian permission is granted, the principal shall provide the police with access to the student
  - Unable to contact parent/guardian
    - If the parent/guardian refuses to grant permission, the principal will request that the police conduct the interview off school property
    - If a student expresses his/her right not to have the principal present, the police will be requested to conduct the interview off school property

Victim/Witness 18 years or older or 16 or 17 and removed from parental control:
- Principal shall not notify parent/guardian unless the student agrees
  - The principal shall be present during the interview, provided the student and police agree

NOTIFICATION FLOW CHART
Police Investigation
Suspect

Suspect under 12 years

Children under 12 years cannot be charged with an offence but can be apprehended by police and turned over to parent/guardian

School to contact CAS

Student 12 to 17 years who is a suspect or has been arrested or charged

Young person notified of legal rights by police

Principal notifies parent/guardian that the young person is being investigated by police as a suspect, or has been arrested or charged, unless otherwise directed by police

Parent/guardian attending school of interview of student

Police wait for parent/guardian to attend within a reasonable time

Student 16 or 17 and removed from parental control or 18 years of age and older who is a suspect

Principal shall not notify parent/guardian unless the student agrees

Young person notified of legal rights by police

Parent/guardian refuses to attend or cannot be located

Principal shall be present during interview, providing student agrees

If a student does not want parent/guardian or principal to be present for interview, police are to conduct investigation at a location other than the school

NOTIFICATION FLOW CHART
10. INFORMATION SHARING & DISCLOSURE

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

(a) **Criminal Code**

The police can access a student’s Ontario Student Record (OSR) 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, or is 16-17 years old and has withdrawn from parental control. In exigent circumstances, the police can access a student’s OSR without a warrant, under section 487.11 of the *Criminal Code*.

(b) **Youth Criminal Justice Act (YCJA)**

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

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

The following subsections of Part 6 of the YCJA are of particular relevance for police/school board protocols:

- 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 a young person dealt with under the YCJA;

- subsection 125(1), which states that “[a] peace officer may disclose to any person any information in a record kept under section 114 (court records) or 115 (police records) that it is necessary to disclose in the conduct of the investigation of an offence”;

- subsection 125(6), which permits a provincial director, youth worker, peace officer, or any other person engaged in the provision of services to young 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.
(c) **Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)**

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

Further information regarding the release of students’ personal information can be found in the Office of the Information and Privacy Commissioner’s Guide to Ontario Legislation Covering the Release of Students’ Personal Information, at [www.ipc.on.ca/english/Resources/Discussion-Papers/Discussion-Papers-Summary/?id=495](http://www.ipc.on.ca/english/Resources/Discussion-Papers/Discussion-Papers-Summary/?id=495).

(d) **Child and Family Services Act (CFSA)**

The local police/school board protocol must clearly articulate the overall duty, under subsection 72(1) of the CFSA, to report to a children’s aid society those children who are suspected to be in need of protection. The duty to report of persons “who perform professional or official duties with respect to children”, including teachers and principals, should be emphasized.

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

(e) **Release Of School Information By Warrant Or Subpoena**

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

(f) **Other Release Of School Information To Police**

In the absence of a warrant or court order, principals should seek direction from their superintendent before releasing any personal 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 personal 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.
(g) **Court Appears for Criminal Matters**
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 OSR, to court as specified in the subpoena. When presenting the record or document to the court to be entered into evidence, the principal shall 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. The principal should also inform the judge that the subpoena is inconsistent with subsection 266(2) of the Education Act.
11. SCHOOL PROCEDURES FOR REPORTING TO POLICE

Emergency
In emergency circumstances, reporting to police shall be done through 9-1-1. When notifying the police of an incident, the caller should be prepared to provide the following information. Additional details may also be required:

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

Refer to Appendix B Lockdown Procedures for Elementary and Secondary Schools regarding school lockdown procedures.

Non-emergency
In non-emergency situations that require police involvement, school staff shall report the matter to the school principal or designate, who will initiate or direct police contact. The following telephone numbers are available for non-emergency situations:

- Ontario Provincial Police, Caledon Detachment ............... 905-584-2241
- Orangeville Police Service........................................ 519-941-2522
- Peel Regional Police .............................................. 905-453-3311

Reporting a child in need of protection procedures must comply with the “duty to report” provisions under the Child and Family Services Act. Please refer to Section 15, Reporting of Children Suspected to Be in Need of Protection, for further information.

12. INITIAL POLICE CONTACT

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

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

- Report to the principal, providing proper identification;
- Explain the purpose of the visit, and plan with the principal how to proceed;
- Consider alternatives that limit the disruption to the school day;
• Obtain information from the principal about the student (e.g., regarding accommodation needs or barriers to communication) before making contact with the student; and

• Contact, or make arrangements with the principal to contact parents of students under the age of 18, except students who are 16-17 years old and have withdrawn from parental control (see section 13(a) below).

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

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

13. SCHOOL & POLICE INVESTIGATIONS OF INCIDENTS

In exigent circumstances, police may advise school administrators against exercising their responsibility to speak with students, regardless of whether they are an accused, victim or witness.

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

In the event that school staff, while conducting an internal investigation, determines that a criminal offence has been committed, they shall discontinue the investigation and notify police immediately, ensure the involved students are separated, and refrain from further investigation. Any statement(s) taken shall then be turned over to police for purposes of an investigation, if requested. Principals should also be aware that any contact they have with students, after a police investigation has been initiated, may place the principal in the position of becoming a witness in a criminal proceeding.

If further clarification is required by school staff regarding the school investigation, staff should consult with their respective board superintendent.

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

The principal will inform police of any logistical information about the school (e.g., the hours of the school day and class rotation schedules) that may be relevant to the investigation process. Police services will endeavour to work within these logistical considerations in order to minimize the disruption to the school. Unless other options have been exhausted, police services should not use the school as a place of convenience in which to interview or arrest students for matters that do not pertain to the school. Police
services will endeavour to work within these logistical considerations in order to minimize the disruption to the school.

With regard to the notification of parents (guardians), the principal or designate shall refer to the Notification flowcharts on pages 13 and 14, and the Parallel Investigations flowcharts on pages 23 and 24.

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

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

(b) **Search & Seizure**
The Canadian Charter of Rights and Freedoms (Section 8) states that “Everyone has the right to be secure against unreasonable search and seizure.”

The Supreme Court of Canada in *R. v. M.R.M.* (1998) and the Ontario Court of Appeal in *R. v. J.M.G.* (1986) have stated that a principal, who has reasonable grounds to do so, may conduct a search of a student or his/her possessions in carrying out his or her duties to maintain order and discipline in the school.

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

- It is the responsibility of the principal to advise the students at the beginning of the school year that desks and lockers are school property and there is no expectation of privacy on the part of the students; therefore, a search of such property is permissible by the school administrator without consent or notice. In this case, the principal is acting under the authority of the Education Act to maintain proper order and discipline in the school, and not as an agent of the police. It is advisable for the principal to have another person present to conduct any search.

- The principal may also search a student’s person and/or personal belongings. The principal will not touch the student during the search.

- Any search by the police, shall be conducted in accordance with relevant federal and provincial legislation. The police will notify the principal before conducting searches on school premises. Under some exigent circumstances, police may execute a search without a warrant and without notice to the principal.
(c) Detention & Arrest

In exigent circumstances, police may not be able to advise the principal immediately of the reason for their actions. As soon as practicable, police will advise the principal of these circumstances and of any students charged or arrested.

If police wish to arrest or charge a student on school property, police shall contact the principal and advise of the nature of the visit. Where an investigation results in detainment or arrest, the police and the principal should pay particular attention to the following procedures and responsibilities:

- the police shall inform that student about the nature of the charges and his/her rights;
- subject to the Youth Criminal Justice Act, and in consultation with police, the principal will attempt to contact the student’s parents/guardians to inform them that their child is being arrested or charged;
- if a student is a Crown ward or a ward of the Children’s Aid Society (or equivalent), the legal guardian is the Children’s Aid Society (or equivalent) and shall therefore be contacted in the same way as a parent/guardian; or
- if the student who is being arrested or charged is 18 years of age or older, and therefore an adult, (or a 16 or 17 year old who has withdrawn from parental control), the principal shall not contact the parents/guardians without the permission of the student;

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

(i) the parents/guardians are the suspects of a crime about which the student is being interviewed;
(ii) contacting the parents/guardians could interfere with the police investigation.

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

It is the responsibility of the principal to communicate to the police if any student has a disability or other exceptional needs that may impede the student from expressing or understanding written/oral communication as his/her typically developing same-aged peers. Refer to section 16 of this Protocol for further information.

If the student is not in attendance at school on that day, the principal shall inform police of the student’s date of birth, address, phone number, and the parent’s/guardian’s home and business phone numbers on file, in accordance with section 32(g) of the Municipal Freedom of Information and Protection of Privacy Act, which is the authority for providing such personal information to law enforcement officials who are conducting an investigation in furtherance of law enforcement proceedings. Refer to section 10 of this Protocol for further information.
When possible, non-school related incidents resulting in the arrest of a student shall take place away from school property.

(d) **Support For Victims**

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

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

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

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

The principal shall provide notice to victims and (when applicable) their parents of the services available to them and other considerations, such as:

- police services for victims;
- student support services of the local school board;
- services offered by other municipal, community, and social service agencies, including legal services;
- access to information; and
- confidentiality of victim and witness identity (s. 111, *Youth Criminal Justice Act*);

Procedures for information sharing and community referrals.

Appendix G lists some of the available agencies for the support of victims.
School Based Incidents Reported to Police

Police investigation initiated, principal advised

Police interview involved parties

Police share information with principal

Police decide on course of action
- Extra-judicial measures
- Charge

Principal conducts investigation
- Principal decides on school action
  - Progressive discipline
  - Restorative practice
  - Other Actions
14. POLICE INTERVIEWS OF STUDENTS

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

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

• if the student being interviewed is under 18 years of age and under the care and control of parents, the principal will advise the student that his/her parents/guardians shall be contacted, by the school, prior to any interview with the police;

• parents/guardians shall be informed by the principal of the purpose of the police interview and the right to attend the interview, provided the student agrees (as per the Youth Criminal Justice Act);

• once parent/guardian permission is granted, the principal shall provide the police with access to the student. A private room will be made available for such interviews to ensure confidentiality for students and/or parents/guardians;

• if the parents/guardians refuse to grant permission for the student to be interviewed by police, the principal will request that the police conduct their investigation off school property;

• if the parents/guardians of the student under 18 years of age do not wish to attend the school, or the school is unable to contact the parents/guardians within a reasonable amount of time, the principal shall be present during any interview of the student held at the school, provided the student agrees to their attendance;

• if a student expresses his/her right not to have the principal present, the police will be requested to conduct their investigation off school property. The principal and the police will document the details;

• if the student is a Crown ward or ward of the Children’s Aid Society, the legal guardian is the Children’s Aid Society and shall be contacted in the same way as a parent/guardian; or

• if the student being interviewed is 18 years of age or older and therefore considered an adult (or 16 or 17 years of age and has withdrawn from parental control) the principal shall not contact the parents/guardians without the permission of the student. In such cases, the principal shall offer to be present during the interview, if agreed to by the student.

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

(i) the parents/guardians are the suspects of a crime about which the student is being interviewed; and/or
(ii) contacting the parents/guardians could interfere with the police investigation.
In such cases, the police shall determine the proper course of action. The principal will follow police direction in this regard and document the name and badge number of the officer and the direction given.

It is the responsibility of the principal to communicate to the police if any student has a disability or other exceptional needs that may impede the student from expressing or understanding written/oral communication as his/her typically developing same-aged peers. The principal shall remain with the student during any interview held at the school. Refer to section 16 of this Protocol for further information.

If the student is not in attendance at school on that day, the principal shall inform the police of the student’s date of birth, address, phone number, and the parent’s/guardian’s home and business phone numbers on file, in accordance with section 32(g) of the Municipal Freedom of Information and Protection of Privacy Act, which is the authority for providing such personal information to law enforcement officials who are conducting an investigation of law enforcement proceedings. Refer to section 10 of this Protocol for further information.

(a) Notification Of Parents

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

- victims who have been harmed as the result of an activity for which suspension or expulsion must be considered, unless, in the principal’s opinion, notification of the parents would put the student at risk of being harmed by the parents. If that is the case, the parents must not be contacted (Education Act, s. 300.3(3));
- students receiving a suspension (Education Act, s. 311); and
- all other students being interviewed by police during an investigation, except:
  
  (i) if the principal is otherwise directed by police because of exigent circumstances or where the police believe the parent may be implicated;
  (ii) 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
  (iii) if the student is 16 or 17 years of age and has removed themselves from parental care and control (unless the student consents to or requests such contact or is incapable of providing consent).

If a Children’s Aid Society is involved in the investigation, school and police officials should discuss and come to agreement with the Children’s Aid Society regarding the timing and procedure for notifying the parents.

If a student is detained or arrested, the police will notify his or her parents unless the student is 18 years of age or older, or is 16-17 years old and has withdrawn from parental control. The parents should not be contacted if the police determine that doing so may endanger the safety of the student or another person or the integrity of an investigation. In such cases, the student will be advised that he or she may contact another adult person.
(b) Preparation For Interviews
When appropriate, the police and the principal may discuss procedures and considerations related to preparing for interviews that include the following:

- determining whether circumstances allow for the interview to be conducted at the student’s home or another location rather than at school;
- evaluating the need for specialized resources where a student is known to have mental health or other disability related needs (see section 16 below); and
- determining the need for an interpreter (e.g., a language interpreter, an interpreter for a student who is deaf or hard of hearing) and/or for information to be provided in an alternative format (e.g., Braille for a student who is blind or has low vision).

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

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

In preparing for interviews, police may consider the following:

- the need for police to employ appropriate techniques when interviewing children and young persons;
- the requirement that police follow the Guide to Officers for Section 146 Youth Criminal Justice Act Statements (see Appendix D);
- the requirement that police provide, upon arrest or detention, a legal caution and notification of the right to counsel where there are reasonable grounds to believe that the student being interviewed has been involved in the commission of a criminal offence;
- taking into account legal considerations respecting the admissibility of statements made to persons in authority (s. 146(2) of the Youth Criminal Justice Act);
- involving the local Children’s Aid Society (or equivalent), in the interview process, which is 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 must attend the interview, unless the student refuses the principal’s attendance.

15. **REPORTING OF CHILDREN SUSPECTED TO BE IN NEED OF PROTECTION**

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

In cases where a child is suspected to be in need of protection, the principal shall notify the appropriate Children’s Aid Society (or equivalent), in accordance with the protocol established by the school board. Refer to Appendix F: School Board Policies on the Reporting of a Child in Need of Protection.

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

For additional information, refer to the document Reporting Child Abuse and Neglect, developed by the Ministry of Children and Youth Services, which is available at: [www.children.gov.on.ca/htdocs/English/topics/childrensaid/reportingabuse/index.aspx](http://www.children.gov.on.ca/htdocs/English/topics/childrensaid/reportingabuse/index.aspx)
16. **OCCURRENCES INVOLVING STUDENTS WITH SPECIAL EDUCATION NEEDS**

Principals have a duty to ensure that all members of the school community are able to work and learn in a safe and positive environment, and are obliged to report incidents to police as outlined in section 9 of this document. However, in investigations that involve a student known to have a disability and/or a special education need, additional considerations must be taken into account by school personnel and police.

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

- the responsibility of the principal to communicate to the police that a student is known to have a disability, special education needs or communication difficulties;
- the requirement to accommodate the student, especially when interviewing is necessary. Every attempt should be made to provide specialized supports/resources, as needed, for the student during an investigation; and
- the need to ensure that the student’s parent is contacted as soon as possible, except in exigent circumstances or where the police believe the parent may be implicated in the incident.

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

17. **OCCURRENCES INVOLVING STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH**

Principals have a duty to ensure that all members of the school community are able to work and learn in a safe and positive environment, and are obliged to report incidents to police as outlined in section 9 of this document. However, in investigations that involve students and/or parents known to have a language other than English as the first language, the school Principal should notify the police.

Additional considerations are to be taken into account when an investigation involves a student known to have a language other than English as his/her first language. Such considerations include determining the need for a translator.
18. **OCCURRENCES INVOLVING STUDENTS UNDER AGE 12**

Where children under the age of 12 are involved, school boards are expected to use their discretion in applying the rules outlined in section 9 (above) for reporting incidents to the police. Children under 12 cannot be charged with an offence under the Criminal Code, Youth Criminal Justice Act, or the Provincial Offences Act, but police may take reports of incidents allegedly committed by students in this age group and may respond in an appropriate manner. Early intervention for children involved in such incidents is essential, and involving police and parents as early as possible may facilitate the provision of appropriate intervention and support.

The principal or designate 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 an investigation needs to be conducted.

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

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

For further information, refer to the document Reporting Child Abuse and Neglect, developed by the Ministry of Children and Youth Services, which is available at: [www.children.gov.on.ca/htdocs/English/topics/childrensaid/reportingabuse/index.aspx](http://www.children.gov.on.ca/htdocs/English/topics/childrensaid/reportingabuse/index.aspx).

19. **SCHOOL BOARD COMMUNICATION STRATEGY**

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

The school board’s communication plan will promote knowledge and understanding of the contents of this Protocol and consistency in its application. This strategy will be reviewed annually.
20. PROTOCOL REVIEW PROCESS

A review of the local Protocol shall be conducted every two years, or sooner if required.

21. PHYSICAL SAFETY ISSUES

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

22. THREAT MANAGEMENT/AWARENESS SERVICES

Incidents of violence in schools are often preventable through early intervention in response to threatening behaviour, or non-threatening but worrisome behaviour that may pose a risk of 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.

A multi-disciplinary/multi-agency approach to threat management can be a highly effective means of preventing and managing situations that could otherwise negatively affect the safety of students and/or school staff. Multi-disciplinary teams can be formed by school boards in collaboration with police and other community-based service providers, such as mental health agencies, Youth Justice Probation Services, and other youth-focused agencies. Teams should develop procedures and protocols to facilitate timely intervention in situations where a threat has been made or an individual is engaging in worrisome behaviour that may pose a risk of violence. Having a multi-disciplinary team and a protocol in place provides for the sharing of information and makes a collective and timely response possible. In the absence of a multi-disciplinary team, school boards should refer to their internal processes for threat management.

It should be noted that multi-disciplinary threat management teams are not a substitute for police Threat Assessment Units. Such units exist within some of the larger police services, including the Ontario Provincial Police. In situations where a multi-disciplinary team or internal process has determined that a student may pose a risk of violence, the team should contact police for assistance. If the local police service does not have a Threat Assessment Unit, it will assist in obtaining the required services from another police service.

23. EMERGENCY PLANNING & THREATS TO SCHOOL SAFETY

In keeping with school board and ministry policies, every school shall have and communicate an Emergency and Crisis Response Plan, which must include but is not limited to a (1) lockdown* plan and procedures following a lockdown or other emergency, and (2) a plan and procedures for dealing with bomb threats.

Lockdown procedures are included as Appendix B.
Bomb threat procedures are included as Appendix C.

Emergency and crisis response plans are included within the S.P.E.A.R.* protocol. Refer to Appendix H School Police Emergency Action Response.

24. TRAINING

The school boards and police services will provide joint training on this Protocol to their respective staff on an annual basis. Training will be based on effective/leading practices.
GLOSSARY OF TERMS
The purpose of this glossary is to explain some of the terms that are used in the present document or that may be used in local protocols. The definitions provided here relate only to usages in the context of this document and cannot be attributed to usages in any other document. Although some of the definitions are based on language used in the Criminal Code of Canada, they are not to be taken as the official legal definitions set out in the Code. For the actual legal definitions, please refer to the Code itself.

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

**Bullying** – Typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

**Child** – A child means a person who is, or in the absence of evidence to the contrary, appears to be less than 12 years old. (YCJA)

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

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

**Expulsion** – The removal of a student from his or her school or from all schools of the board. Students expelled only from their school are assigned to another school of the board. Students expelled from all schools of the board must be offered a program for expelled students. Activities for which expulsion must be considered are found in section 310(1) of the Education Act. An example is using a weapon to cause or to threaten bodily harm.

**Extortion** – The use of threats, intimidation, or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something.
**Extra-Judicial Measures** – Measures used by police to hold a young person accountable for his or her alleged criminal behaviour, in a timely manner, outside the formal youth justice system. The formal system would include charging the individual and going through the court process. Extra-judicial measures hold a youth accountable for his or her actions and provide sanctions outside of judicial proceedings. Some examples of sanctions include substance abuse counseling, volunteer work, repair of or compensation for damaged or stolen property, and a letter of apology.

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

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

**Lockdown** – A procedure used in response to a major incident or threat of violence within the school, or in relation to the school. (See Appendix B for details.)

**Mitigating & 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 ...

**Other factors**

3. *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, cyber bullying often occurs outside school, but if it targets individual students and causes them to be afraid to come to school, it is having a negative impact on school climate.

Non-consensual Sharing of Intimate Images - Knowingly publishing, distributing, transmitting, selling, making available, or advertising an intimate image of another person while knowing that the person depicted in the image did not give their consent, or being reckless as to whether the person gave their consent. The term “intimate image” refers to a visual recording such as a photograph, film, or video recording of a person in which the person is nude or engaged in explicit sexual activity and which was created in circumstances that gave rise to a reasonable expectation of privacy.

Parent / Legal Guardian – A person legally entrusted with the care of, and managing the property and rights of, another person, usually a child/youth who is under the age of 18. For the purposes of Part XIII of the Education Act, students who are 18 years of age or older, and students who are 16 or 17 years of age but who have withdrawn from parental control, are considered to be adults.

Police – For the purpose of this Protocol, means the Ontario Provincial Police-Caledon Detachment, the Orangeville Police and/or the Peel Regional Police.

Possession Of Drugs – Having a controlled substance (e.g., a drug or narcotic, as set out in the Controlled Drugs and Substances Act) in one’s personal possession or possessing it jointly with others, including knowingly possessing an illegal drug elsewhere.

Principal – Means a teacher appointed by a board to perform in respect of a school the duties of a principal under the Education Act and its regulations. For the purpose of this Protocol also includes a Vice Principal or any other person designated by the principal.

Relationship-Based Violence – Any behaviour or action that is used to scare, harm, threaten, control, intimidate, or injure another person within an intimate relationship. The behaviour or
action can be physical, sexual, or emotional, and it may comprise a single act of violence, regardless of the level of physical injury, or a number of acts forming a pattern of abuse through the use of assaultive and controlling behaviour.

**Robbery** – The use of violence or threats of violence to steal money or other property from a victim.

**School Board** – Means a district school board or a school authority, and for the purpose of this Protocol means the Conseil scolaire de district catholique Centre-Sud, Conseil scolaire Viamonde, Dufferin-Peel Catholic District School Board, and/or the Peel District School Board.

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

**S.P.E.A.R.** – Is an acronym for the School Police Emergency Action Response plan, a program designed to assist with crucial decision making during a major incident at a school. See Appendix B *Lockdown Procedures for Elementary and Secondary Schools*.

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

**Threats** – Any statement, act, or communication, by any means, including electronic means, of an intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened believes or has grounds to believe the threat may be carried out.

**Trafficking** – Assisting in any manner with the distributing of a controlled drug or substance, as set out in the *Controlled Drugs and Substances Act*, or with the distributing of weapons.

**Weapon** – Any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

**Young Person** – Means a person who is or, in the absence of evidence to the contrary, appears to be 12 years old or older, but less than 18 years old. YCJA
LOCKDOWN PROCEDURES
GUIDELINES FOR LOCKDOWNS / HOLD & SECURE AND SHELTER IN PLACE IN PEEL DISTRICT SCHOOL BOARD SCHOOLS

GENERAL INFORMATION

The June 25, 2009 Ministry of Education memo states:

- All publicly funded school boards in Ontario must establish a Lockdown policy to ensure the development and implementation of individual school plans.

- A minimum of two Lockdown drills must occur each school year.

REQUIRED TERMINOLOGY

Terminology used to initiate an emergency response should utilize plain language, which is clear and free from misinterpretation. No secret passwords should be used.

- The term 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.

- The term Hold & Secure should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school. In this situation, the school continues to function in a near-normal state, with the exception that all exterior doors and windows are locked and no one enters or exits the building without approval from police or the board.

- The term Shelter in Place should be used for an environmental or weather-related situation where it is necessary to keep everyone within the school to protect them from an external situation.

ROLES AND RESPONSIBILITIES

a. Principal

The principal is responsible for the overall planning of all emergency response protocols at the school site, the scheduling of drills, awareness and training for students and all staff and the communication of drills and actual incidents with their community. In an actual incident (not a drill) the police are responsible for management of the threat and the subsequent criminal investigation.

- Staff from organizations sharing facilities (e.g., childcare, etc.) should be included in the development and implementation of Lockdown, Hold & Secure and Shelter in Place procedures. They should participate in aspects of planning, training and drills.
- The Lockdown protocol (see Appendix 1) should be posted beside the public address system and/or Lockdown Pushbutton located in the lockdown control centre.
- In a Shelter in Place emergency, if the custodian or lead hand is not accessible, the principal will contact the facilities manager to attend to the ventilation requirement.
b. **Staff**  
School staff, along with the administrator(s), are responsible for the safety and well being of students. Staff are responsible to be aware and to comply with the protocols for all emergency response actions.

c. **Students**  
Students have a responsibility to follow the directions of staff during a Lockdown, Hold & Secure or Shelter in Place drill or incident and to be familiar with the safety guidelines in the absence of a directing staff member. Students possessing cell phones are expected to turn off their phones or to put them on vibrate during an emergency measure. Any student with information or prior knowledge of an individual or a potential situation, which may result in a violent incident, must come forward with that information as soon as possible.

d. **Police**  
Police are responsible to respond to and investigate violent incidents. During a violent incident police will assume command and control of the response and investigation, but will liaise and work closely with school administration and other emergency services throughout the process.

e. **Parents/Guardians**  
Parents and guardians must be informed of the existence of the school Lockdown, Hold & Secure and Shelter in Place protocol and should reinforce with their children, their child's responsibilities to follow directions during a crisis and to disclose any information they may have prior to or during a crisis situation. Parents are responsible to ensure contact information with the school is kept up to date so they can be reached by staff in the event of an emergency.

**PLANNING PREPARATIONS AND CONSIDERATIONS**

**Floor Plans**

- Administrators are required to review and verify any changes to the School Police Emergency Action Response (S.P.E.A.R.) plan and school floor plans and to forward documents sent each fall to Leadership Development & School Support Services as requested, and these documents will be transferred to the S.P.E.A.R. coordinator for review and filing on behalf of the school.

- Floor plans should be current. Schools can access current plans through the board intranet broadcast page: (Board Services ----Design and Construction---Quick Links---School Sites and Floor Plans).

- A copy of the school floor plan, along with the S.P.E.A.R. plan, including external evacuation sites, should be kept on file at the school to expedite the sharing of critical information.

- The school’s main office will normally be a command post location.
Identification of buildings, exterior doors, classrooms

- To assist police in responding to a major incident or threat of violence, building entrances and all rooms within buildings need to be clearly identified.
- Schools are asked to work with their facilities manager to comply with the need for appropriate signage.
- All portables should be clearly identified, all exterior doors should be identified and labeled on the floor plan. Interior classrooms should have room numbers.

Standardized Lockdown Systems

Schools in Peel have been upgraded to a standardized Lockdown system, which provides a fully integrated public address, telephone and Lockdown system through the use of a single push button. The integrated system allows for a dedicated phone line, in a pre-determined Lockdown room. It also ensures visual and auditory supports (i.e., strobes and horns) in multi-purpose rooms such as gymnasiums, music rooms and technology rooms (see appendix 4).

LOCKDOWNS

Procedures to initiate a Lockdown

Plans should emphasize the importance of locking down as quickly as possible. Staff working in the main office and those who assume administrative responsibilities should be trained on how to initiate the Lockdown procedure.

The Principal or designate will:

- Call 911 and stay on the line to provide information requested by the operator;
- Make a P.A. announcement that states: "Initiate Lockdown procedure".
- Push the Red Lockdown pushbutton at the Lockdown Control Centre which will ring the exterior bells, and activate the internal P.A. tone, as well as the horns and strobes continuously for a period of 60 seconds (Note: Some earlier systems may have been set to a 30 second timeout period, but all will be standardized at 60 seconds by the end of 2016) Direct all staff (including custodians, lunchroom supervisors, teachers on planning time, etc.) regarding site-specific details during a Lockdown procedure;
- Notify the Superintendent of Education as soon as possible who, in turn, will inform Leadership Development & School Support Services;
- Follow directive of police once they arrive at the main office.

Students and staff are to follow Lockdown procedures until a P.A. announcement is made directing them to discontinue the Lockdown and resume regular school procedures.

Procedures to end a Lockdown

When the police or the incident commander has withdrawn the Lockdown order, the administrator will make an announcement directing staff and students to discontinue the Lockdown and to resume regular school procedures. Further information and instructions specific to the situation should be communicated orally and in print. Schools will receive guidance from Leadership Development & School Support Services and from Communications Support Services with regards to messaging.
School recovery following a Lockdown

A debriefing should occur in all situations following a Lockdown. The nature and severity of the incident will dictate who should be included in the debriefing.

In serious situations where injuries or loss of life occurs, the board's Critical Incident Response Team will normally be initiated. In all cases, communication with parents is vital.

HOLD & SECURE / SHELTER IN PLACE

Procedures to initiate a Hold & Secure or Shelter in Place

- Plans should emphasize the importance of ensuring that all exterior doors and windows are locked and, if appropriate to do so, students and staff in portables are brought into the main building. This decision will be site-specific and include consideration of the number of portables on site.
- In most cases, schools will be directed by either Emergency Services or Leadership Development & School Support Services to go into Hold & Secure or Shelter in Place rather than making this independent decision on their own.

Staff working in the main office and those who assume administrative responsibilities should be trained on how to initiate the Hold & Secure or Shelter in Place procedures.

The Principal or designate will:

- Call 911 and inform police of the decision to initiate a Hold & Secure and stay on the line to provide information requested by the 911 operator;
- Make a P.A. announcement that states: “The school is being placed in Hold & Secure / Shelter in Place as a result of an incident in the community. The school is safe. All exterior doors and windows will be locked but classes will continue as usual.”
- Confirm via individual P.A. calls to those spaces designated as loud ambient noise spaces, to ensure each have heard the P.A. announcement. If no confirmation is received via the P.A., go to those spaces to confirm the direction has been received. (Spaces may include Gymnasium, Music, Cafeteria, Tech rooms etc. which have already been identified and equipped for Lockdown with Strobe & Horns)
- For Shelter in Place, instruct the custodian or building lead hand to turn off ventilation system as appropriate;
- Notify the Superintendent of Education as soon as possible;
- Contact Leadership Development & School Support Services (905-890-1010, ext. 2640);
- Follow directives of Leadership Development & School Support Services until police arrive at the main office;
- Post signs on exterior doors for parents and other visitors. (see Appendix 3)

Procedures to end a Hold & Secure or Shelter in Place

When the on-site police or a designate from Leadership Development & School Support Services notifies the school that the security measure is lifted, the administrator will make an announcement directing staff and students to discontinue the Hold & Secure or Shelter in Place and to resume regular school procedures. Further information/instructions specific to the site and
situation and the communication follow up will be shared after consultation with Leadership Development & School Support Services.

**School recovery following a Hold & Secure or Shelter in Place**

A debriefing should occur in all situations following an emergency protocol. The nature and severity of the incident will dictate who should be included in the debriefing. In all cases, communication with parents is vital.

**SOME EFFECTIVE LOCKDOWN PRACTICES**

- **Classrooms & other secure areas**
  It is recommended that, before closing or locking a door, staff should gather everyone in the immediate vicinity into their classroom or other secure area, but only if it is safe to do so. Once inside a secure area, staff and students should:
  - Stay away from doors and windows;
  - Turn off all lights;
  - Close blinds;
  - Lie flat on the ground or under desks;
  - Remain absolutely quiet;
  - Teachers should take attendance if it is reasonable to do so;
  - Cell phones should be turned off or put on vibrate.

- **Portables and non-enclosed learning environments**
  It is recommended that occupants in these areas create the greatest physical and visual barrier to an alleged threat. Compliance with the guidelines listed above is essential. For Hold & Secure, school plans should include bringing students into the main building, where possible.

- **Washrooms**
  Plans should address what staff and students should do if they are in a washroom when a Lockdown or Hold & Secure is called. Students should evacuate washrooms if at all possible and get to an area that can be safely closed or locked, ideally the closest classroom. School plans should identify an adult who normally works in close proximity to student washrooms, to check the washrooms prior to locking down themselves, if it is safe to do so. Training and practice drills should include an expectation for students to evacuate the washrooms upon hearing a Lockdown announcement and proceed to the nearest classroom. As a last resort, staff or students, if trapped in a washroom, should attempt to somehow secure the bathroom door, enter a stall, lock the door and climb on top of the toilet.

- **Outside of school buildings when a Lockdown is called**
  When the exterior bell rings continuously for a period of 30/60 seconds, students and staff who are outside the school should:
  - Move as far away from the building as possible;
  - Remain outside until the bell is rung once to signal re-entry or until further directions are given;
  - Consider proceeding to the nearest evacuation site if it is reasonable to do so with staff supervision;
  - If approached by police, identify yourself as a member of the school staff or student body and follow police directions.
When a Hold & Secure or Shelter in Place situation occurs and staff and students are outside the building, they should re-enter the building prior to ensuring the exterior doors are locked.

- **Child Care and Other Facility Occupants**
  The occupants in these facilities should fully participate in school drills and in the debriefing following a drill or emergency response procedure to enhance learning for all. In a school with a lockdown control centre, the use of the Lockdown Pushbutton will connect speakers in the child care facility to the main P.A. system, so that instructions can be heard for the duration of the lockdown. Schools should verify this communication during their drills and debrief.

- **Controlled Evacuation**
  In the event of a prolonged situation, or where the threat has been contained, police, in consultation with the Superintendent of Leadership Development and School Support Services, will make the decision as to whether a controlled evacuation of a school under Lockdown is a viable option.

- **Drills**
  Each school is required to hold two Lockdown drills. Staff, students and parents should be given notification of an impending drill. (see Appendix 2) A short debriefing should be included after all drills to identify areas of improvement. The custodian or building lead hand will maintain the record of drill dates. Police have recommended that some Lockdown drills be planned for uncontrolled times (e.g., lunch or nutrition breaks) in order to practice for all possible scenarios.

**COMMUNICATION**

Annually, school/home communication informing parents of Lockdown, Hold & Secure and Shelter in Place protocols should be shared with parents (e.g. via agendas, newsletters, etc.). In the event of a Lockdown, the police will identify a central location where parents can obtain regular updates. These updates will also be communicated in a timely manner on the board website www.peelschools.org. In all incidents of a real Lockdown, communication to parents will be sent home with each student at the conclusion of the school day or as soon as possible.

**FIRE ALARMS DURING LOCKDOWNS AND OTHER EMERGENCY MEASURES**

In the event that a fire alarm is pulled once a Lockdown has been called, staff and students shall **not** respond as they normally would to a fire alarm, but shall remain locked down if it is safe to do so. Staff and students must always be aware of other dangers such as a fire and be prepared to respond accordingly in order to ensure their own safety. If fire or smoke is observed, the alarm should be pulled. The police or school administrator will confirm the fire and make an announcement to that effect. Once an announcement is made to evacuate the building, all staff and students are then asked to proceed to the primary evacuation site.
Please post by P.A. and beside the Lockdown Pushbutton in the lockdown control centre.

LOCKDOWN PROCEDURE
(revised December 2016)

Schools are required to practice this Lockdown procedure a minimum of two (2) times each year: once in September and once in February

Definition
A Lockdown is defined by police as the restriction of movement during the time of a potentially serious violent incident within or in relation to the school that would endanger the lives of students and staff.

Procedure
The Principal (or designate) will:
- Call 9-1-1 and stay on the line to provide information requested by the 9-1-1 operator;
- Make a P.A. announcement that states: “INITIATE LOCKDOWN PROCEDURE”;
- Push the Red Lockdown pushbutton at the Lockdown Control Centre which will ring the exterior bells, and activate the internal P.A. tone, as well as the horns and strobes continuously for a period of 60 seconds (Note: Some earlier systems may have been set to a 30 second timeout period, but all will be standardized at 60 seconds by the end of 2016);
- Direct all staff (including custodians, lunchroom supervisors, teachers on planning time, etc.) regarding site-specific details during a Lockdown procedure;
- Notify the superintendent of education as soon as possible;
- Follow directions of police once they arrive at the Main Office.

IN ALL CASES, STAFF SHOULD EXERCISE CRITICAL JUDGEMENT TO MAXIMIZE SAFETY FOR THEMSELVES AND OTHERS

If students and staff are inside the school:
- Go to the closest room and close the door. If safety permits, lock the door.
- Turn off lights.
- Lie on the floor away from doors and windows.
- Remain on the floor, quietly until further directions are given.

If students and staff are outside the school:
- Move as far away from the building as possible.
- Remain outside until the bell is rung once to signal re-entry or until further directions are given.

The Superintendent of Education will notify Leadership Development & School Support Services.

The Superintendent of Leadership Development & School Support (or designate) will:
1. notify:
- Director’s Office;
- Communications; and
- other Board officials as appropriate.
2. assist police with information requests as directed.

Students and staff should continue to follow Lockdown procedures until a P.A. announcement is made directing them to discontinue the Lockdown and resume regular school procedures.
On School Letterhead

Dear Families:

Peel schools provide a safe environment for students and staff to learn and work. The board has many procedures to ensure safety — including regular fire drills, evacuation plans, criminal record checks for new staff and volunteers and lockdown drills. I’m writing to give you information about the lockdown procedure.

The lockdown procedure is designed to help keep schools safe during any potentially serious incident. Every school will review the key points of the lockdown process with students. We rehearse the drill twice per year to make sure staff and students know what to do if we have to initiate a lockdown. We will be holding a lockdown rehearsal this week.

During the rehearsal, I will make an announcement to "initiate lockdown procedure." The school bell will ring continuously for a period of time.

Students and staff inside the school will:
- go to the closest room, close the door and lock it, if possible
- turn off the lights and lie down on the floor away from doors and windows
- remain on the floor quietly until further directions are given

Students and staff outside the school will:
- move as far away from the building as possible
- remain outside until further directions are given

Depending on the situation, students and staff outside the building may be directed to an evacuation site. When the rehearsal is over, I will make another announcement.

During lockdown rehearsals or in a real lockdown situation, students and staff must not use cell phones. Cell phones can create a safety hazard by attracting attention to the area of the school where the phone is being used.

In the unlikely event of an actual lockdown, police ask that parents do not go to the school. For safety reasons, you will not be allowed to enter a school that is in lockdown. In some cases, police will designate a Parent Information Site for you to attend and get up-to-date, accurate information. To find your Parent Information Site or get further details during a real lockdown, visit www.peelschools.org or listen to local media.

If you have any questions about our lockdown drill, or any of the procedures we have in place to keep students and staff safe, please call me at the school.

Sincerely,

Name of Principal
Principal

December 2016
We have been asked to hold students inside and secure the school. No one is allowed to enter or exit the building. Classes are continuing as usual.

We will remain in Hold & Secure while police conduct their investigation.

This is a precautionary measure, and all students and staff are safe. Students will be dismissed when we are assured it is safe to do so.
How to use
the Integrated Digital Telephone/P.A. System to support
The Peel District School Board Lockdown Procedure

Lockdown Procedure
Peel schools are required to practice the lockdown procedure a minimum of two (2) times each year: once in September and once in February. Prior to any practice, the administrator should reference the LOCKDOWN PROCEDURE (revised December 2016) documents available in the Leadership Development and School Support Services section of the Peel Intranet.

Overview of the Specific System Features to Support the Lockdown Procedure
To help implement the lockdown procedure, schools have been equipped with an Integrated Digital Telephone/P.A. System with the following features:

a) Lockdown Control Centre in a main office internal room.
   Specialized equipment housed here includes:
   - P.A. internal phone/handset (to allow contact throughout the school)
   - lockdown pushbutton (to signal the school’s occupants using an internal tone and external bells)
   - "red" external emergency telephone (to provide a private phone line for keeping in contact with Field Office, CBO and the Police)
   - data jack for laptop computer (to provide all schools a connection for email access and secondary schools with security camera access)

b) Lockdown & Bell Panels on the front of the P.A. Cabinet in the main office.
   The following special features are included in the cabinet’s lockdown panel:
   - a "red" lockdown signal light (to light up during an activated lockdown)
   - an electronic relay switch hidden behind the panel (when the lockdown button is activated in the Lockdown Control Centre, this relay will capture the school’s fax line for the "red" emergency phone and will connect speakers in rooms that have been pre-programmed to be offline or quiet)
   - a "red" lockdown Reset button (to restore the P.A. system to its previously programmed functionality after a lockdown has been discontinued and regular school procedures have been resumed)
   - additional features on this panel include a "black" DPA button and a "red" Power Failure telephone jack. These features are explained later.
   The following special features are included in the cabinet's bell signals panel:
   - a door bell signal switch; an inside bells automatic/manual signal switch and an outside bells automatic/manual signal switch.

c) School wide Lockdown Features.
   The following features also exist in the school to support lockdown:
   - a special internal tone (a unique electronic signal similar in all schools)
   - internal beacons/strobes/horns/ringers/blinds (visual and auditory alerts installed in “noisy areas”/ gyms, music rooms, cafeterias, tech labs, etc.)
   - external bells (a bell signal mounted on all 4 outside walls of the school)
**Lockdown Control Centre Equipment**

*Lockdown Advisory Sign*

*Data Jack for Laptop*

*Lockdown Pushbutton*

"Red" Emergency Phone

P.A. Handset

**Integrated Digital Telephone/P.A. Cabinet**

P.A. Cabinet and Microphone

Lockdown Panel

Bell Signals Panel
Overview of the Additional System Features
The integrated telephone and P.A. equipment is a digital electronic system with many features that are programmed at the time of installation. This programming can be fine-tuned on an on-going basis to meet the school’s requirements.

a) The Programming of System Features.
Any modification to the programming requires that a LTSS Heat Web Call be entered, so that a technician can come onsite to complete the adjustments. Examples of features that can be programmed and adjusted include:
- volume levels of speakers in specific areas
- the internal tone selected for regular school use
- speakers selected as "quiet", to come online for an activated lockdown
- speakers selected as "quiet" for a short period of time (DPA Feature)
- length of time for "quiet" (standard preset 30 minutes) (DPA Feature)
- room to room calling capability
- room to direct outside telephone line capability
- the main office emergency "555" loud ringer activated by classrooms
- front door bell signal

b) Lockdown Panel on the front the P.A. Cabinet in the main office.

As noted previously, the specifications for the main office P.A. Cabinet include a lockdown panel comprised of:
- a "red" Lockdown (LD) signal light
- an electronic relay switch hidden behind the panel
- a "red" lockdown Reset (RESET) button
- a "black" (DPA) button
- a "red" Power Failure (PWR FAIL) telephone jack

Below is an explanation of some additional features of the lockdown panel:

i) The electronic relay switch, which is hidden on the reverse of the panel, has an important function in bringing certain features of the Integrated Telephone/P.A. System online during a lockdown. The activation of the lockdown pushbutton in the Lockdown Control Centre will trip the electronic relay switch causing:

- the school’s analog fax line to be captured for the sole use of the "red" emergency phone in the Lockdown Control Centre
- room speakers pre-programmed to be offline or quiet to be reconnected to the P.A. system

Speakers located in rooms that have been designated by the school to NOT hear regular daily announcements will automatically be reconnected to the P.A. system, so that instructions can be heard for the duration of the lockdown.

(Note A: if the school wishes to program certain rooms with this offline feature (e.g.: Day Care Centres in Secondary Schools, Special Ed Rooms, ALE Rooms, etc.), a LTSS Heat Web Call must be entered and a technician will come onsite to program the designated room(s) accordingly. Be sure to clearly specify the exact room # (‘s) in the Heat Web Call.

ii) The "red" Power Failure telephone jack feature is to be used by the school to plug in an analog phone for communications during a power failure. The Integrated Telephone/P.A.
System is built with an uninterrupted power supply (UPS) battery pack to maintain the system during a power failure at the school. However, if there is a prolonged power outage or if for any other reason the telephone system fails, the "red" jack on the front panel of the P.A. Cabinet is designed to accept the school's older analog back-up telephone.

iii) The "black" DPA button feature is to provide primarily elementary schools with the opportunity to silence the P.A. for a short period of time (a preset 30 minutes) in specifically selected pre-programmed rooms. With the advent of Daily Physical Activity, many elementary schools elected to broadcast activity music across the school, but requested the ability to designate specific classrooms (e.g., Kindergartens), seminar rooms and other locations as areas to be silenced or taken offline for a short period of time. The "black" DPA button on the front of the P.A. Cabinet provides for this programming. This feature also ensures that the speakers in these rooms will become active in the event of a lockdown.

(Note B: when the lockdown panel with "black" DPA button is initially installed in the school's P.A. Cabinet, NO rooms are programmed to receive this feature. If the school wishes to assign this short term offline feature to certain areas by connecting them to the panel's DPA button, a LTSS Heat Web Call must be entered and a technician will come onsite to program these designated room(s) accordingly. Be sure to clearly specify the exact room # (‘s) in the Heat Web Call.)

Temporarily Silencing the P.A. in Pre-Programmed Rooms for an Activity (DPA)

To temporarily silence the speakers in pre-programmed rooms prior to the start of a planned activity (e.g., Daily Physical Activity, etc.):

1. press the "black" DPA button on the front of the P.A. Cabinet

(Note C: once the button has been pressed, speakers in the pre-programmed rooms are disconnected or taken offline from the P.A. system for a preset duration of 30 minutes. If the lockdown button in the Lockdown Control Centre is pressed while the "black" DPA button is activated, the speakers pre-programmed to be offline will automatically be reconnected to the P.A. System in order to broadcast instructions for the duration of the lockdown.

Always Remember to Reset the Telephone/P.A. System to its Normal Use Features

When the school resumes regular procedures at the conclusion of a lockdown, the school:

1. MUST press the red RESET button on the front of the P.A. Cabinet in order to have the Telephone/P.A. System function normally. The RESET will:
   - reconnect the telephone fax line to the fax machine, thereby silencing the ring of the "red" emergency phone in the Lockdown Control Centre
   - silence the speakers in the rooms normally designated to be offline

December 2016
Initiating Lockdown

School's Emergency Private # _______________
(Fill in the school's fax phone number and post a copy of this page on the wall beside the "red" emergency phone in the Lockdown Control Centre)

If a real lockdown is required:
Call 9-1-1- and stay on the line to provide information requested by the 9-1-1 operator

To initiate lockdown (practice or real), the administrator must move into the Lockdown Control Centre and complete the following:

1. to make a school All Call using the P.A. handset mounted on the wall:
   - pickup receiver; press Page; wait 2 seconds.; press 0
   - announce "initiate lockdown procedure"

2. to activate the timed lockdown alarm:
   - depress the red lockdown pushbutton mounted on the wall

   (Note 1: this action generates the required 60 second timed lockdown alert, comprised of the internal lockdown tone, Beacons/strobes/horns/ringers or blinds (if applicable) and external bells. (Older systems may have had a 30 second timed setting but all will be standardized at 60 seconds by the end of 2016). The internal lockdown tone, which is similar in all schools, is designed to be a unique sound to avoid confusion with fire alarms or regular time period tones. The administrator must contact the Police directly, as this alarm system is for internal use only and is NOT tied into any central monitoring system.)

3. when appropriate, use the P.A. handset to give further directions, as the lockdown continues.

   (Note 2: the tone/bell alert will automatically shut-off after 60 seconds allowing the school to recapture the use of the P.A. for school-wide announcements and/or private call-ins to individual classrooms.)

4. check the ringer volume lever on the right side of the "red" emergency phone to ensure that it is in the "up" or loud position, so that the school can hear the ring and receive outside phone calls from the Field Office, CBO and the Police.

   (Note 3: during an activated lockdown, this "red" emergency phone is programmed to capture the school's analog fax line turning the fax number into the school's emergency private line, in order to provide direct two-way communication when the school switchboard becomes jammed.)

5. when the lockdown is over, use the P.A. handset to direct that the lockdown be discontinued and to resume regular school procedures.

   (Note 4: to indicate to those inside and outside the building that the school is returning to normal conditions, the administrator should manually ring the internal tones/exterior bells once and access the All-Call feature at the P.A. Cabinet located in the main office.)

6. when the school resumes regular procedures, press the red RESET button on the front panel of the P.A. Cabinet in the main office in order to have the P.A. and fax line function normally.
C

APPENDIX

BOMB THREAT PROCEDURES
GUIDELINES FOR BOMB THREAT, SUSPICIOUS DEVICE/SUBSTANCE IN PEEL DISTRICT SCHOOL BOARD SCHOOLS/SITES

GENERAL INFORMATION

Principals/Supervisors will work with their staff to establish an agreed upon site specific bomb threat plan that will be followed in the event of a bomb threat.

The plan should include:

- the location of Bomb Threat Report Forms (Appendix A) that are easily accessible to all staff
- the identification of the all areas that will be visually scanned and the recording of this information on the Visual Scan Tracking Form in advance (Appendix C)
- a process for reporting the results of the visual scan back to the principal/designate
- copies of school/facility floor plans that can be used as a reference to ensure all areas have been checked
- the process to follow in the event that students are not in class, i.e., ebreak, lunch, recess, assembly

REQUIRED TERMINOLOGY

A standard code shall be used across the Board such that staff will recognize the specific emergency. School warning messages should be conveyed to staff as follows:

a) “Emergency school/facility inspection” shall be used to convey the fact that a bomb threat has been received and the agreed upon site specific plan is to be implemented. When “Emergency School/Facility Inspection” is announced, all movement in the school/facility should stop. If the call is made during a transition time, those in transition should complete their transition as quickly as possible. If students are outside, staff on duty should be advised that an Emergency School/Facility Inspection has been called and they should remain outside until the Emergency School/Facility Inspection has ended or further evacuation instructions are provided.

b) The phrase “inspection complete, no suspicious items found” should be used to indicate that the inspection of an assigned area, (i.e. classroom), has been completed and no suspicious items were found and mark C for clear on the Visual Scan Tracking form. (Appendix C)

c) The phrase “suspicious items located” should be used to indicate that a suspicious item was found during the inspection and mark L for located item on the Visual Scan Tracking form. (Appendix C)
**Definitions**

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

**Bomb Threat Form:** is a document that must be completed by any individual during or immediately following a bomb threat. (Appendix A)

**Evacuation:** may be a partial or full clearing of all persons from a school/facility according to the pre-established evacuation plan.

**Suspicious Item/Substance:** includes any object or chemical or biological substance that is found in circumstances that are suspicious. An example would be a white powdery substance contained inside a piece of mail.

**Threat Assessment Form:** is a document to be used by supervising staff during a bomb threat incident to assist in determining the level of threat and the need for partial or full evacuation.

**Visual Scan:** includes staff of a school/facility checking for suspicious device(s) or packages in their immediate work areas. **Under no circumstances should staff ever touch a suspicious device or package.**

**ROLES AND RESPONSIBILITIES**

a. **Principal**

The principal/supervisor is responsible for the overall planning of all emergency response procedures/plans at the school/facility, the scheduling of drills, the identification of the safety distance in the event that an evacuation is required, awareness and training for students and all staff and the communication of drills and actual incidents with their community.

At the beginning of each school year, the principal/supervisor shall review the Bomb Threat, Suspicious Device/Substance guidelines and the site specific bomb threat plan with all staff including secretarial and custodial staff. Information shall be provided to occasional teachers/instructors, supply DECEs, supply TAs and supply office staff as part of the information packages that schools provide. All other staff will receive training centrally from their respective departments.

Staff from organizations sharing facilities in a permanent manner (e.g., childcare, etc.) should be included in the development and implementation of the site specific bomb threat plan. They should participate in aspects of planning, training and drills.

The principal/supervisor should consult with School Support Services and police when determining the need for evacuation.
**Staff**
School staff, along with the administrator(s), are responsible for the safety and well-being of students. Staff are responsible to be aware of and to comply with the procedures/plans for all emergency response actions. In the event of a bomb threat, staff will conduct a visual scan of their immediate work area and volunteer staff will conduct visual scans of their assigned areas. All staff will report their findings using the defined language as outlined in the site specific bomb threat plan. School staff are never to touch an unknown object.

**b. Students**
Students have a responsibility to follow the directions of staff during a bomb threat incident. Students possessing cell phones are advised to turn off their phones or to put them on vibrate during an emergency measure. Any student with information or prior knowledge of an individual or a potential situation, which may result in a violent incident or the placement of a suspicious package/device, must come forward with that information as soon as possible.

**c. Police**
Police are responsible to respond to and investigate bomb threats and explosive incidents. The police must be notified of all bomb threat incidents, regardless of other actions taken by the school. The principal/supervisor should consult with police when determining the need for evacuation. If an unidentified package or item is found, police explosive personnel will check the item.

**d. Parents/Guardians**
Parents and guardians must be informed of the existence of the school site specific bomb threat plan and should reinforce with their children, their child’s responsibilities to follow directions during a crisis and to disclose any information they may have prior to or during a crisis situation. Parents are responsible to ensure contact information with the school is kept up to date so they can be reached by staff in the event of an emergency.

**PLANNING PREPARATIONS AND CONSIDERATIONS**

**Floor Plans**
- Administrators are required to review and verify any changes made to the School Police Emergency Action Response (S.P.E.A.R.) plan and made to school floor plans, and submit these documents via the electronic submission process.

- Floor plans should be current. Schools can access current plans through the board intranet page School Drawings/Maps. For assistance with floor plans, contact the Technical Assistant in Planning Accommodation Support Services.

A copy of the school floor plan, along with the S.P.E.A.R. plan, including external evacuation sites, should be kept on file at the school to expedite the sharing of critical information.

- A copy of the school floor plan should be included with the site specific bomb threat plan and should be cross referenced when conducting visual scans.
Command Posts

- School plans should identify on-site and off-site command posts. The school’s main office will normally be the on-site command post and your #1 evacuation site can act as your off-site command post.

RECEIVING A BOMB THREAT

A bomb threat to a school/facility may be received directly at the school/facility, the police station, a staff member’s residence or a neighbouring residence/facility. Response to the threat will depend on where the call is received and the status of school occupancy. The police are always involved in the evaluation and response strategy to the receipt of a bomb threat. The Bomb Threat, Suspicious Device/Substance Guidelines are categorized according to three possible school occupancies:

1. during regular school hours;
2. during building occupancy – non-regular school hours; and
3. unoccupied school hours.

1. BOMB THREAT RECEIVED DURING REGULAR SCHOOL HOURS

A bomb threat may be received while students are on the school/facility property for the purpose of attending classes.

DO NOT ALARM STUDENTS AND STAFF. MAINTAIN CALM AUTHORITY.

1. The person who receives the threat must notify the principal or designate immediately and complete the Bomb Threat Report Form (Appendix A) and provide the principal or designate with the form.

2. The principal/designate will contact the police and inform them that a bomb threat has been received and relay all relevant information.

3. The principal/designate will conduct an initial assessment of the threat using the Threat Assessment Form. (Appendix B)

4. The principal/designate will notify School Support Services that a bomb threat has been received and that police have been contacted. The Superintendent of Leadership Development and School Support Services will advise the Superintendent of Education and the Facility Manager and initiate an incident communication.

5. The principal/designate will initiate the site specific bomb threat plan by announcing the following: (Appendix E)

“Initiate emergency school/facility inspection. Students remain with or return to your supervising teacher or staff member immediately. Staff please await further instructions.”
- Students are to be supervised at all times.
- Staff should visually scan areas familiar to them (e.g., classrooms, workrooms, and staffroom) for an unusual package/item. However, any employees engaged in searching activities are to do so on a voluntary basis.
- Designated volunteers should inspect the evacuation routes and assembly areas, building entrances and exits, public areas within buildings or other areas that are easily accessible by intruders. Bomb targets are more often outside buildings or in public areas within buildings. These areas must be checked with special care.

6. All persons conducting an inspection must report back to the principal/designate on the results of their inspection. The information should be recorded on the Visual Scan Tracking Form (Appendix C). Floor plans should be crossed referenced to ensure all areas of the school/facility have been scanned. Inspection of the areas should be completed in a timely manner.

IF AN UNIDENTIFIED PACKAGE OR ITEM IS FOUND, DO NOT TOUCH IT.
The Police Explosives Personnel will check it.

1. The person finding the item must report back to the principal/designate:
   a. the location and description of the object;
   b. reasons the object is suspected; and
   c. any other useful information.

2. The principal/designate should clear all persons, secure and restrict all access routes to the identified area (e.g., entrances, halls and public access areas). Establish perimeter control of the area to ensure no one approaches or attempts to move the object.

3. The principal/designate, and the person who found the package, should meet with the police. The principal/designate will also relay any additional relevant information collected to the police. The principal/designate will consult with police to help guide their decision to evacuate.

4. If a full evacuation is warranted, the following announcement should be made and students and staff should evacuate to a safe distance. (Appendix E)

   “This is an emergency evacuation notice: All staff and students are required to exit the building immediately using your designated, or if necessary, alternative evacuation route. Take only your personal belongings. Do not stop at lockers or other in-school locations. Teachers bring evacuation attendance.”

5. The principal/designate will notify the Superintendent of Leadership Development and School Support Services who will advise the Superintendent of Education and the Facility Manager that a package has been found and the status of the evacuation and update the incident communication.

6. The police will liaise with the principal/designate prior to any reoccupation. Once reoccupation has been completed the principal/designate will update the Superintendent of Leadership Development and School Support Services who will advise the
Superintendent of Education and the Facility Manager and update the incident communication.

**PROCEDURES TO END AN EMERGENCY SCHOOL INSPECTION**

The principal/designate will liaise with police and School Support Services to determine re-entry plans. Once cleared for re-entry an administrator will make an announcement directing staff and students to discontinue Emergency School Inspection and to resume regular school procedures. Further information/instructions specific to the site and situation and the communication follow up will be shared after consultation with Leadership Development and School Support Services.

**SCHOOL RECOVERY FOLLOWING A BOMB THREAT**

A debriefing should occur in all situations following an emergency event. The nature and severity of the incident will dictate who should be included in the debriefing. In all cases, communication with parents is vital and schools will receive support from Communications and Community Relations Support Services.

2. **BOMB THREAT RECEIVED DURING BUILDING OCCUPANCY – NON-REGULAR SCHOOL HOURS**

A bomb threat may be received during a time period in which the building is occupied outside of the normal school day. This occupancy may be during a Professional Activity Day, before or after the regular school day, on weekends for permit activities, or while other staff occupy the building; e.g., night custodian/building lead hands

**DO NOT ALARM STUDENTS, STAFF OR MEMBERS OF THE PUBLIC. MAINTAIN CALM AUTHORITY.**

Principal/Designate not on-site.

1. The person who receives the threat should report the threat to the head custodian/building lead hand and complete the **Bomb Threat Report Form**.

2. The head custodian/building lead hand will contact the shift or duty supervisor and inform them that a bomb threat has been received and relay all relevant information.

3. The duty or shift supervisor will contact police and inform them that a bomb threat has been received and relay all relevant information. The supervisor will also contact the Controller for Facilities and Environmental Support Services and the Superintendent of Education.

4. The Superintendent of Education will notify School Support Services that a bomb threat has been received and that police have been contacted.

5. The Superintendent of Leadership Development and School Support Services will initiate an incident communication, as appropriate.
6. The head custodian/building lead hand will visually scan the main exit for any suspicious items. If the exit is determined to be clear the head custodian/building lead hand will direct all school occupants to leave the building through the main entrance. If a suspicious item is located, the head custodian/building lead hand will identify an alternate exit. Once the school has been vacated the head custodian/building lead hand will wait outside of the school/facility for the shift or duty supervisor to arrive.

Principal/Designate on-site:

1. The person who receives the threat should report the threat to the principal/designate and complete the Bomb Threat Report Form.

2. The principal/designate will contact the police and inform them that a bomb threat has been received and relay all relevant information. The principal/designate will contact their Superintendent of Education. The Superintendent of Education will notify School Support Services that a bomb threat has been received and that police have been contacted.

3. The Superintendent of Leadership Development and School Support Services will initiate an incident communication, as appropriate.

4. The principal/designate will evacuate the building by announcing the following:

   “This is an emergency evacuation notice: All individuals are required to exit the building immediately using your designated, or if necessary, alternative evacuation route. Take only your personal belongings. Do not stop at lockers or other in-school locations. Please remain together away from the building and await further instructions”.

5. The principal/designate will consult with the superintendent and police to determine next steps.

6. The police will liaise with the principal/designate prior to any reoccupation. Once reoccupation has been completed the principal/designate will update the Superintendent of Education. This individual will advise the Superintendent of Leadership Development and School Support Services who will update the incident communication, as appropriate.

3. BOMB THREAT RECEIVED DURING UNOCCUPIED BUILDING HOURS

A bomb threat may be received by an individual outside the school building when the school is unoccupied; i.e. nights, weekends, holidays.

1. The person receiving the bomb threat should report the details to the police immediately. The police may relay the information to the Board’s Manager of Security and Risk Management Services.
2. The Manager of Security and Risk Management Services will advise the following senior management: Controller of Facilities and Environmental Support Services, Controller of Corporate Support Services, Superintendent of Leadership development and School Support Services and the Superintendent of Education. Senior management will execute incident communication as required.

3. Board staff are not to enter the school unless they are advised by emergency responders (Police or Fire Department) that it is safe to enter. If inspections are performed, they should be executed as defined under Visual Scan (pg. 2).

4. All persons conducting an inspection must report back to the supervisor on-site on the results of their inspection. The information should be recorded on the Visual Scan Tracking Form (Appendix C). Floor plans should be cross referenced to ensure all areas of the school/facility have been scanned. Inspection of the areas should be completed in a timely manner.

**IF AN UNIDENTIFIED PACKAGE OR ITEM IS FOUND, DO NOT TOUCH IT.**

The Police Explosives Personnel will check it.

1. Secure and evacuate the area immediately, evacuate to a safe distance from the building.

2. The person finding the item must report back to the supervisor on-site.
   a. the location and description of the object;
   b. reasons the object is suspected; and
   c. any other useful information.

3. The supervisor and the person who found the package, should meet with the police. The supervisor will also relay all additional relevant information to the police.

4. The supervisor will advise the Superintendent of Leadership Development and School Support Services who will advise the Superintendent of Education that a package has been found, the status of investigation, and update the incident communication, as appropriate.

5. The police will liaise with the supervisor prior to any reoccupation. The supervisor will update the Superintendent of Leadership Development and School Support Services who will advise the Superintendent of Education on the status of investigation and update the incident communication, as appropriate.
SOME EFFECTIVE BOMB THREAT PRACTICES

➢ General Public Access Areas

Pay special attention to areas in which the general public has easy access. General priorities for searches can be established and usually follow a sequence:

- Outside areas
- Building entrances
- Public areas within buildings; e.g., hallways, washrooms, cafeteria, reception areas, stairways and elevators
- Interior rooms; e.g., classrooms and offices; attendance, guidance and delivery
- Custodial closets, telephone rooms etc., if not locked

➢ Washrooms or other public areas

Plans should address what staff and students should do if they are in a washroom/public area when an Emergency School Inspection is called. Students should return immediately to their supervising teacher. School plans should identify an adult who normally works in close proximity to student washrooms, to check the washrooms when an Emergency School Inspection is called.

➢ Outside of school buildings when an Emergency School Inspection is called

School procedures should ensure schedules are available in the main office that identify the location of classes. Classes that leave the building during the instructional day should report to the office the time they will be away from the building and their location. Ensuring staff have a means of communication with the main office while outside of the building is effective; i.e., hand held radios, cell phone. Staff who are outside of the building when an Emergency School Inspection is called should be notified and should:

- Move as far away from the building as possible;
- Remain outside until the bell is rung to signal re-entry or until further directions are given;
- Consider proceeding to the nearest evacuation site if it is reasonable to do so with staff supervision; and
- If approached by police, identify yourself as a member of the school staff or student body and follow police directions.

➢ Child Care and Other Facility Occupants

The occupants in these facilities should fully participate in school drills and in the debriefing following a drill or emergency response procedure to enhance learning for all.

➢ Evacuation

If an unidentified package is located, principal/designate/head custodian/building lead hand will consult with police to help guide their decision to evacuate. Schools will rely on their Evacuation Procedure if they are required to evacuate.

➢ Drills

Schools must have one Bomb Threat drill in the fall of each school year.
COMMUNICATION

Annually, school/home communication informing parents of Site Specific Bomb Threat Plans should be shared with parents (e.g., via agendas, newsletters, etc.). In the event of an evacuation, the police will identify a central location where parents can obtain regular updates. These updates will also be communicated in a timely manner on the board website www.peelschools.org and on school web pages. In all incidents of a real Bomb Threat, communication to parents will be completed (e.g., letter, Synervoice) at the conclusion of the school day, or as soon as possible.
BOMB THREAT REPORT FORM

The following is a report to be completed by an operator or person during or immediately following a threat that compromises the safety of security of the School/Facility.

Contact principal/designate and advise of the call and then complete all possible items immediately following the call.

1. **Caller’s Name and Address (if known):** ____________________________________________

2. **Dial 69 □ or 57 □ on your phone. Listen for the last number called to the phone. Phone Number Retrieved:** __________________________.  
   **Note:** This feature is not available on phones when calls are forwarded within our system.

3. **Gender:** □ Male   □ Female

4. **Age:** □ Adult   □ Child

5. **Bomb Facts:**
   a. **When it will go off** __________________________
   b. **Building** __________________________
   c. **Exact Locations** __________________________

5. **Call:** □ Local   □ Long Distance   □ Unknown

6. **Voice Characteristics**

7. **Background Noise**
   □ Office Machines   □ Voices   □ Radios   □ Quiet
   □ Party   □ Bedlam   □ Street Traffic   □ Static
   □ Music   □ Airplanes   □ Cellular   □ Factory Machines
   □ Trains   □ Animals
If the Bomb Threat was received **electronically**, please record the sending and receiving addresses:

Sending: ______________________  Receiving: ______________________

If the Bomb Threat was received in writing, provide details about how the message was received:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Additional Notes:________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Staff Name: ___________________________________  Date: _________________
THREAT ASSESSMENT FORM

NOTE: Persons in charge can order an evacuation without consultation, if they believe there is an imminent threat to student/staff safety.

The Principal shall review the following:

<table>
<thead>
<tr>
<th>Question</th>
<th>Y</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>Did the person threatening indicate a time and/or date of detonation?</td>
<td></td>
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<td>Did the person threatening seem familiar with the school?</td>
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<td>Did the person threatening give a reason?</td>
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<tr>
<td>Did the person threatening give a location of the device?</td>
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<tr>
<td>Are there any activities taking place?</td>
<td>Y</td>
<td>N</td>
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<td>Name activities:</td>
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<tr>
<td>Have there been any negative incidents at the school recently?</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Incident and persons involved:</td>
<td></td>
<td></td>
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<tr>
<td>Have there been recent threats or hoaxes?</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Threat and persons involved:</td>
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<td></td>
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<tr>
<td>What is the likelihood of anyone having opportunity and access to place a device?</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Explain:</td>
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<tr>
<td>Has a suspicious package or device been reported?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Location and device:</td>
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DECISION
1. Assessment of Threat
2. Consultation with Board and /or Police
3. Determine need for A, B, or C

A - Initiate Visual Scan Only
Time: Location:

B - Partial Evacuation Only
Time: Location:

C - Full Evacuation
Time: Location:
VISUAL SCAN TRACKING FORM

Visual Scan: includes staff of a school/facility checking for suspicious device(s) or packages in their immediate work areas. **Staff are directed to never touch a suspicious device or package.**

<table>
<thead>
<tr>
<th>AREA/ROOM SCANNED (Complete in advance)</th>
<th>STAFF MEMBER</th>
<th>RESULTS</th>
<th>TIME</th>
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Results: C = clear or L = located item
SITE SPECIFIC BOMB THREAT PLAN TEMPLATE

☐ Location of Bomb Threat Reporting Forms: ________________________________

☐ Visual Scan Tracking Form including areas to be scanned along with volunteer staff names is completed and attached.

☐ Up-to-date floor plans are attached.

☐ Site plan attached with safe distance locations marked in the event an evacuation is required.

☐ Staff training for Site Specific Bomb Threat Plan completed on: _________________

☐ Community partners who share the site have been consulted and provided with training on the Site Specific Bomb Threat Plan: Y/N

☐ Parents/Guardians have been informed of the Site Specific Bomb Threat Plan.

☐ Method and date of Communication: ________________________________

☐ Students have been informed of the Site Specific Bomb Threat Plan. (Ensuring the sharing of information in an age appropriate manner is essential).

☐ Method and date of Communication: ________________________________

☐ Bomb Threat Drill (Fall) Date: ________________________________

☐ On-site Command Post: ________________________________

☐ Off-site Command Post, contact name and phone number ________________________________

☐ Police Division Contact Information: ________________________________

☐ School Support Contact Information: 905 890-1010 x2640

☐ Superintendent of Education Contact Information: ________________________________

☐ A communication method is in place to inform staff who are outside of the building.

☐ Threat Assessment Form has been completed and in consultation with the police the decision for evacuation is: ________________________________

Shift Supervisor Contact Information is available from custodial staff.

PA Announcements are readily available for use when needed. See appendix E.
PA ANNOUNCEMENTS

A: During Regular School Hours:

Visual Scan Required:

“Initiate emergency school/facility inspection. Students remain with or return to your supervising teacher or staff member immediately. Staff please await further instructions.”

Full Evacuation Required:

“This is an emergency evacuation notice: All staff and students are required to exit the building immediately using your designated, or if necessary, alternative evacuation route. Take only your personal belongings. Do not stop at lockers or other in-school locations. Teachers bring evacuation attendance.”

Full Evacuation Required

“This is an emergency evacuation notice: All individuals are required to exit the building immediately using your designated, or if necessary, alternative evacuation route. Take only your personal belongings. Do not stop at lockers or other in-school locations. Please remain together away from the building and await further instructions.”
YOUTH CRIMINAL JUSTICE ACT STATEMENTS
Guide to Officers for Section 146
Youth Criminal Justice Act Statements

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

- It is imperative that the young person clearly understands everything that is being said and explained to him/her.
- It is insufficient to simply read the form to the young person and ask if he/she understands.
- An individualized, objective approach that takes into account the level of sophistication and other personal characteristics relevant to the young person’s understanding is required when conducting the interview.
- Prior to asking any of the questions set out in the statement form, you are required to acquire some insight into the level of understanding of the young person you are interviewing in order to determine the appropriate language to use in explaining their rights. It would be of evidentiary value to record this initial interaction with the youth while gauging their level of understanding.
- This requirement involves learning something about the young person’s level of education, language and vocabulary skills, ability to comprehend, and emotional state.

- This requirement can only be achieved by engaging the young person in conversation. Consideration should be given to the following non-exhaustive list of questions:
  - How old are you?
  - What grade are you in?
  - What school do you attend?
  - Do you have a learning disability?
  - Are you in a special education class?
  - Have you been arrested before?
  - Have you given a statement to a police officer before?

- Once you have acquired the necessary insight into the young person’s level of understanding, you will be in a position to tailor your explanation of the Section 146 requirements to the capabilities of the particular young person you are interviewing.
- While you are not required to have the young person “explain back” their rights, in some instances, this may well demonstrate that your explanations were both appropriate and sufficient.
- A simple and appropriate way to determine whether the young person understands is to ask, “What does this mean to you in your own words?”
Statement of a Young Person
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: ______ Location: _______________ Start Time: ______ Time Completed: ______

   Interviewing Officer(s): ___________________________

   Name of Young Person: ___________________________ Date of Birth: _____________

   Address: ___________________________

   Name: [ ] Parent(s) [ ] Adult Relative [ ] Other Adult

   ___________________________ Phone Number: ___________________________

   You are charged with: ___________________________ You may be charged with:

2. Do you understand the charges(s)?
   Reply: ___________________________

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

3a. THIS SECTION APPLIES ONLY TO YOUTHS WHO ARE 14 YEARS OF AGE OR OLDER AT THE TIME OF THE ALLEGED OFFENCE AND THE OFFENCE IS 1ST OR 2ND DEGREE MURDER, ATTEMPT MURDER, MANSLAUGHTER, OR AGGRAVATED SEXUAL ASSAULT.
   As you are 14 years old, or older, and you are charged with ______, if you are found guilty, the Crown will ask the court to give you an adult sentence. The most severe adult sentence is life in prison. It is up to the court to decide whether you will be sentenced as a young person or an adult.
   Not Applicable [ ] ___________________________ (officer’s initials) Warning Read: [ ] Yes
   Do you understand? [ ] Yes [ ] No

3b. THIS SECTION APPLIES TO YOUTHS WHO ARE 14 YEARS OF AGE OR OLDER AT THE TIME OF THE ALLEGED OFFENCE AND THE OFFENCE IS ONE FOR WHICH AN ADULT IS LIABLE TO IMPRISONMENT FOR MORE THAN TWO YEARS.
   As you are 14 years old, or older, if you are found guilty, the Crown may ask the court to give you an adult sentence. The most severe adult sentence is life in prison. It is up to the court to decide whether you will be sentenced as a young person or an adult.
   Not Applicable [ ] ___________________________ (officer’s initials) Warning Read: [ ] Yes
   Do you understand? [ ] Yes [ ] No
Statement of a Young Person

4a. 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 1-800-266-0451. 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:

__________________________
Statement of a Young Person

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

________________________ Witness __________________________ Time

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

________________________
Address: __________________________________________ Phone Number: ____________

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 or on audio or video and may be given in evidence against you in court. Do you understand?
Reply: __________________________________________________________
Statement of a Young Person

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: ________________________________ Time Completed: __________

Witnesses:
(1) ________________________________ ____________________________
(2) ________________________________ ____________________________
SCHOOL BOARD POLICIES
ON THE RELEASE OF INFORMATION
GUIDING PRINCIPLES

The Peel District School Board recognizes the rights of students and parents to access a student’s school records. The following Operating Procedure is provided to clarify processes for sharing student information with others.

This Operating Procedure respects the principles of Ontario’s Equity and Inclusive Education Strategy (2009).

1. ACCESS TO STUDENT INFORMATION

Schools store student information in the electronic Student Information System (SIS) and in the paper based Ontario Student Record. Every student has the right to access her/his personal information in SIS and the OSR and to receive photocopies of same. If the student is under the age of 18 years and residing with his/her parent, the custodial parent/legal guardian has the right to access the student’s personal information in SIS and the OSR and to receive photocopies of same. In the case of students under the age of 16 years, both the custodial parent and a non-custodial parent who has access rights to the child have the right to access the student’s information in SIS and the OSR and to receive photocopies of same. Students 16 or 17 may decide whether or not an access parent can access the student’s personal information. Teachers, administration and the Supervisory Officer of the student’s school have the right to access the student’s information in SIS and the OSR for the purpose of supporting the student’s education and to receive photocopies of same.

Written Consent Needed:

If a student is under the age of 18 years and residing with his/her parent, the parent/legal guardian must provide written consent for the release of information from SIS or the OSR to a third party. If a student is 18 years or older or 16 or 17 and living independently from his/her parent, s/he must provide the written consent for the release of information from SIS or the OSR to a parent/legal guardian or third party. If a student is 18 years or older or 16 or 17 and living independently from his/her parent and objects to information about her/his academics, attendance or discipline being shared by the school
with his/her parent/legal guardian, the student will request in writing that the school refrain from communication with the parent/legal guardian. If a principal receives such a written request, s/he will notify the parent only in circumstances where the student is 18 or older and residing with the parent/former guardian. (Letter from Student 18 or over rescinding access to school information)

2. GUIDELINES FOR RELEASING INFORMATION

(a) Request for Copies of OSR Contents

Parents/legal guardians/adult students (18 years old or older or 16 or 17 and living independently) and/or third parties often request copies of the entire OSR or individual documents from the OSR or SIS system. When these requests are received, Principals should adhere to the following guidelines:

- The written permission is an original, signed and dated copy rather than a photocopy;
- Ensure that the request is inserted in the OSR;
- Do not copy third party reports (eg. Psychoeducational assessments). Instead, Principals should refer the parent to the author of this third party report;
- Only photocopies of OSR contents are released rather than originals; and
- OSR contents should not be transmitted by fax. This conforms to the OSR guidelines and recommendations from the Information and Privacy Commission of Ontario.

(b) Request for Letter Verifying Registration or Attendance:

Schools may receive written requests and consent from a parent/legal guardian or adult student to issue a letter to themselves or a third party to verify the student’s registration and/or attendance. This request may be needed for an application for OHIP coverage, an immigration hearing, a social assistance claim, etc.

The principal should adhere to the following guidelines:

- Ensure that the original, signed and dated copy of the request by the parent/legal guardian or adult student is inserted in the OSR;
- Write a letter on school letterhead indicating the student’s name, date of birth and date of registration at the school;
- Indicate the period during which the student has attended the school (e.g. from September, 2010 to present);
- If attendance records are requested, attach to the letter an SIS attendance summary for the student’s current school year; and
- Do not “verify” address information, as we cannot confirm where a student has been outside of school hours.

(c) Request for Completion of Forms (eg. Social Assistance)

The following procedures are designed to assist schools with requests to complete forms such as Social Assistance/Ontario Works requests:

1. All information entered on forms should reflect data contained in the SIS system.
2. SIS information should be kept up-to-date at all times (i.e. address, custody status, date of birth, immigration status, emergency contacts, etc.). If/When information on a Social Assistance form conflicts with information entered in SIS, the information discrepancy should be brought to the attention of the parents so that all data is current and accurate.
3. Staff should not communicate to any individual or agency an opinion regarding the legitimacy of any Social Assistance claim based on privileged school information. Please refer any official requests or subpoenas for information regarding welfare fraud to Leadership Development and School Support Services at 905-890-1010, extension 2640.

(d) Request for Student Information for Legal Proceedings:

If a principal receives written consent from a parent/legal guardian or adult student to release information from the OSR or SIS to a lawyer or any other third party, the principal shall follow the guidelines as outlined in section 2(a) of this Operating Procedure.

A summons or subpoena is not adequate authorization for the release of student records. Student records can only be released upon the principal receiving a signed and dated original letter of consent from the parent/legal guardian or adult student, a court order or warrant.

In the case of a court order or search warrant, the principal may release student information without the signed consent of the parent/legal guardian or adult student. In the case of a summons or subpoena, the principal must attend court with the original and three (3) copies of the documents requested. The principal shall consult with Leadership Development and School Support Services at 905-890-1010, extension 2640 before proceeding.

(e) Request from the Office of the Children’s Lawyer:

If the principal receives written consent from a parent/legal guardian to release student information to the Office of the Children’s Lawyer, the principal shall
adhere to the guidelines contained in the Operating Procedure, Leadership Development and School Support Services 17.

(f) Request for Student Information for Probation Officer:

If the principal receives written consent from a parent/legal guardian or adult student to release information to a probation/parole officer, the principal shall adhere to the following guidelines:

- Factual, objective, documented data can be shared, including report cards, suspension records and an SIS attendance summary
- Information can be shared verbally and/or in writing

(g) Request to Transfer an OSR in Ontario:

When a student registers at a different school, that school will issue a written request to the student’s former school for the OSR to be transferred to the student’s new location.

If the new school is within the Peel District School Board, the OSR can be transported via board courier service. If the new school is in Ontario but not part of the Peel District School Board, the OSR must be transported via Priority Post or an equivalent delivery method. If the new school is a private school within the Province of Ontario, there are some limited circumstances under which the OSR can be released to this private school. The school must be a private school accredited by the Ontario Ministry of Education. When such requests are received, the school should contact Leadership Development and School Support Services at 905-890-1010, extension 2640.

(h) Request to Transfer an OSR outside of Ontario:

An original OSR may not be transferred outside Ontario. A copy of the OSR contents can be sent to the principal of an educational institution outside Ontario after the principal who is responsible for the OSR has received:

- A written request for the information from the principal of the educational institution outside Ontario; and
- A written statement indicating consent to the transfer, which is signed by the parent/legal guardian of the student, or by the student if s/he is 16 or 17 and residing independently or 18 years or older.
REFERENCES

Education Act
Municipal Freedom of Information/Protection of Privacy Act
Ontario Student Record Guideline, 2000
Ontario's Equity and Inclusive Education Strategy (2009)
Curriculum and Instruction Support Services 11
Leadership Development and School Support Services 8
Leadership Development and School Support Services 17

Letter from Student 18 or over rescinding access to school information

98 02 26 Revised
99 08 30 Revised
04 02 15 Revised
11 01 20 Revised
11 11 30 Revised (department name change)
SCHOOL BOARD POLICIES
ON CHILD IN NEED OF PROTECTION
Suspicions that a student is or likely will be a child in need of protection shall be given the highest priority by all Peel District School Board employees.

RESPONSIBILITY OF SCHOOLS

The Child and Family Services Act mandates that anyone who has reasonable grounds to suspect that a child is or likely will be a child in need of protection must report these suspicions to the Children's Aid Society.

Section 72(1) - "Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect (a need for protection), the person shall forthwith report the suspicion and the information on which it is based to a society".

Professionals including principals, teachers, and support staff are held to a higher standard and are more accountable for reporting that a child is in need of protection. Professionals can be charged with failing to report, and are liable to a fine of $1,000 if convicted.

Section 72(4) - "A person referred to in subsection (5) is guilty of an offence if,

a) he or she contravenes subsection (1) or (2) by not reporting a suspicion; and

b) the information on which it was based was obtained in the course of his or her professional or official duties."

Section 72(5) – "Subsection (4) applies to every person who performs professional or official duties with respect to children including...a health care professional, nurse, psychologist, teacher, school principal, social worker, family counsellor."

Section 72(6.2) – "A person convicted of an offence under subsection (4) or (6.1) is liable to a fine of not more than $1,000."

The Act requires that any employee who has reasonable grounds to suspect that a child is or likely will be in need of protection must report his/her suspicion directly to the Children's Aid Society. This responsibility cannot be delegated.

Section 72(3) - "A person who has a duty to report under subsection (1) or (2) shall make the report directly to the society and shall not rely on any other person to report on his or her behalf."

The duty to report is ongoing. An employee has a further duty to report directly any additional suspicions that a child is or likely will be in need of protection even when a previous report has been made. This responsibility cannot be delegated.
Section 72(2) - "A person who has additional reasonable grounds to suspect one of the matters set out in subsection (1) shall make a further report under subsection (1) even if he or she has made previous reports with respect to the same child."

PRINCIPAL’S RESPONSIBILITIES

The principal will support the staff member/volunteer and facilitate the staff member/volunteer’s reporting of his/her suspicions that a child is or likely will be in need of protection to the Children’s Aid Society.

The principal will also ensure that all school staff are aware of, understand and comply with the requirements of reporting children who are or may be in need of protection under the amended Child and Family Services Act and in accordance with this Operating Procedure.

REASONABLE GROUNDS TO SUSPECT THAT A CHILD IS OR LIKELY WILL BE IN NEED OF PROTECTION

Any employee/volunteer who has reasonable grounds to suspect that a child is or likely will be in need of protection must report the situation to the Children's Aid Society. The following sections of the Child and Family Services Act outline what must be reported:

Section 72(1) - Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
   i. failure to adequately care for, provide for, supervise or protect the child, or
   ii. pattern of neglect in caring for, providing for, supervising or protecting the child.

2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
   i. failure to adequately care for, provide for, supervise or protect the child, or
   ii. pattern of neglect in caring for, providing for, supervising or protecting the child.

3. The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.

4. There is a risk that the child is likely to be sexually molested or sexually exploited as described in paragraph 3.

5. The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment.
6. The child has suffered emotional harm, demonstrated by serious,
   i. anxiety,
   ii. depression,
   iii. withdrawal,
   iv. self-destructive or aggressive behaviour, or
   v. delayed development,
and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.

7. The child has suffered emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.

8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.

9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and that the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm.

10. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.

11. The child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.

12. The child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.

13. The child is less than 12 years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

For the purpose of reporting, a child is defined as anyone under 16 years of age.

REPORTING PROCEDURES

1. Any suspicion that a child is or likely will be in need of protection as defined above shall be acted upon immediately by the person who has the reasonable grounds to suspect that a child may be in need of protection as defined above. All board staff/volunteers shall report any case of a child being or likely to be in need of protection to the Principal immediately, even if the information on which the suspicion is based is considered confidential or privileged.

2. It is not the responsibility of the staff member/volunteer nor the Principal to conduct an investigation nor to prove that the child is or likely will be in need of protection. The Children's Aid Society has the legal mandate
to conduct a complete investigation and to take appropriate action to ensure the safety of the child. Consultation with the school social worker is recommended when grounds to suspect are unclear, or when such consultation is practical; however, such consultation shall not delay the referral to the Children's Aid Society. If the social worker for the school is unavailable, any school social worker will provide consultation if requested to do so.

3. When a staff member/volunteer has reasonable grounds to suspect that a child is or likely will be in need of protection, the staff member/volunteer, with the support and assistance of the Principal, shall report the situation to the Children's Aid Society immediately. The report must include background information and the facts upon which the suspicion is based. If serious physical harm is obvious, a request shall be made to have Children's Aid see the child as soon as possible.

4. When a child indicates that he/she has marks on his/her body resulting from physical force or use of a weapon, and these marks are not visible, it may be appropriate for the principal, using his/her discretion, to observe the injury to the child in order to request an immediate response from Children's Aid. Any observation of injury shall only occur with the consent of the child. The observation shall be done by a person of the same sex, and always with a same sex witness present. Underclothes will not be removed under any circumstances. Whether marks are observed or not, the staff member/volunteer shall report to the Children's Aid Society if he/she has reasonable grounds to suspect that the child is or likely will be in need of protection.

5. Every effort shall be made to refer the situation to Children's Aid as early in the day as possible in order to give that agency sufficient time to intervene before the child is scheduled to return home. Principals shall ensure coverage of a teacher’s class to enable the teacher to report immediately the suspicion that the child is or likely will be in need of protection. If the report has to be made shortly before lunch or dismissal time, the Principal shall, at the request of the Children's Aid Society, detain the child at school pursuant to his/her rights and discretion under the Education Act.

6. When a report is made to Children's Aid by the school that a child is or likely will be in need of protection, the Principal shall permit the Children's Aid/Police access to the child at school. Access shall also be given to siblings of the child when a need for protection is suspected. To reduce the trauma experienced by the child, and with the child's consent, the Principal shall ensure that a supportive adult from the school is present whenever possible during the Children's Aid/Police interview with the child.

7. If a decision is made to videotape the interview with the child, the Children's Aid/Police will transport the student to the designated child interview room of the Peel Regional Police or Caledon OPP. If the student indicates a desire to have a support person from the school present at the videotaping, the Principal shall attempt to accommodate this request whenever possible.

8. When a need for protection is suspected with a developmentally challenged student, the Children's Aid/Police may require assistance from a specialized consultant prior to and/or during the interview with the student. If requested to do so, the Principal shall ensure that appropriate information concerning any special communication needs is shared with this consultant.

9. It is the responsibility of the Children's Aid Society to notify the parents of the child where a need for protection is suspected. The timing of such notification shall be at the discretion of the Children's Aid, but should occur, if at all possible, prior to the child leaving the school.

10. Without the consent of the parent, the Children's Aid Society is unable to confirm that a protection investigation is being initiated, or share information about the investigative plan or the outcome of the investigation.

11. Following a verbal report of a suspected need for protection to Children's Aid, the report shall be confirmed in writing using Form "A" (attached). The person reporting the need for protection shall complete the form which shall be signed by the Principal. Copies shall be sent to Children's Aid and the Chief Social Worker. The school copy is not to be included in the O.S.R.
12. Any concern on the part of the Principal regarding the management of the case shall first be discussed with the Children's Aid Worker. If concerns are not resolved, the Principal shall contact the worker's supervisor, usually a Children's Aid Intake Supervisor. If concerns still persist, the Principal shall advise his/her Superintendent of Education who may wish to consult with the Chief Social Worker regarding the case.

13. During this entire process, the Principal shall communicate with the classroom teacher(s) and other relevant board personnel regarding action taken and the status of the case.

14. Where a student 16 years of age or older discloses that physical or sexual abuse is occurring or has occurred, and the staff member/volunteer suspects that other children may be in need of protection, the staff member/volunteer/Principal shall report this disclosure to Children’s Aid. Children’s Aid will determine whether further intervention is necessary, and may contact the Police for assistance in determining risk to other children. It is also recommended that the Principal consult with the school social worker regarding these students.

15. When there are reasonable grounds to suspect that a Board employee is the abuser, the Protocol re: Reporting Board Employees Suspected of Conduct which Places a Child in Need of Protection (Appendix B) shall be followed.
CHILD & ADOLESCENT COMMUNITY RESOURCES IN PEEL
Child and Adolescent Community Resources

Call Region of Peel Public Health at 905-799-7700 (8 a.m. to 5 p.m.) to access all public health programs, school health inquires and to report public health issues.

For Peel Health Services on line, visit peelregion.ca
For additional community resources in Peel access pinet.on.ca

Hospitals: CVH-Credit Valley Hospital • THCMS-Trillium Health Centre Mississauga Site • WOHC-William Osler Health Centre • BCH-Brampton Civic Hospital

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<th>AIDS/IVC</th>
<th>AIDS Committee of Toronto (ACT)</th>
<th>416-343-2437</th>
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<tr>
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<td>AIDS &amp; Sexual Health Info Line (Ontario Ministry of Health)</td>
<td>416-392-2437</td>
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<td>Peel HIV/AIDS Network</td>
<td>905-361-6623 or 1-866-698-3800</td>
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<td>Toronto People with AIDS Foundation</td>
<td>416-508-1400</td>
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<td>Bereavement Services (Bereaved Families of Ontario (Halton/Peel)</td>
<td>905-843-4337</td>
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<td>COUNSELLING SERVICES</td>
<td>Catholic Family Services, Mississauga</td>
<td>905-687-1644</td>
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<td>Child and Adolescent Clinic</td>
<td>905-453-1110</td>
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<td>Child and Family Mental Health Clinic</td>
<td>905-613-1421</td>
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<td>Community Mental Health Services, CVH</td>
<td>905-613-2939</td>
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<td>Family Services of Peel, Intake Clinic, THCMS</td>
<td>905-648-7586</td>
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<td>Family Services of Peel Intake</td>
<td>905-453-3737</td>
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<td>Family Intake Clinic, CVH</td>
<td>905-648-7586</td>
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<td>Tangerine Walk-in Counselling (12-17 years)</td>
<td>905-795-3530</td>
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<td>Youth Services of Peel/YSP</td>
<td>905-900-2222</td>
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<td>CRISIS — Emergency dial 911</td>
<td>Distress Centre Peel</td>
<td>905-613-2700</td>
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<td>Help Line (24 hrs.)</td>
<td>1-800-668-8888</td>
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<td>Mental Health Services for Children and Youth (Nexus Youth Services, Peel Children Centre, THCMS—Child and Adolescent Mental Health Services)</td>
<td>24 hr. Intake: 905-451-4655</td>
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<td>Youth Services of Peel</td>
<td>905-795-3530</td>
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<td>Peel Regional Police—Youth Education Bureau</td>
<td>905-453-3531</td>
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<td>Spectra Community Support Service</td>
<td>905-453-7777</td>
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<td>DRUGS and ALCOHOL</td>
<td>Addiction Counselling Services, WOHC</td>
<td>905-799-3000</td>
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<td>Alatereen and Alamon</td>
<td>416-419-3809</td>
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<td>Alcoholics Anonymous (AAA)</td>
<td>416-487-5801</td>
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<td>Center for Addiction and Mental Health (CAMH)</td>
<td>416-635-9601</td>
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<td>Credit Valley Hospital, Addictions and Concurrent Disorders Centre</td>
<td>905-613-4402</td>
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<td>McLaughlin Addiction and Mental Health Information Centre</td>
<td>416-695-9111</td>
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<td>Peel Addiction Assessment and Referral Centre (PAARC)</td>
<td>905-629-1007</td>
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<td>Peel Regional Police Education</td>
<td>905-453-3311</td>
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<td>Peel Works—Needle Exchange Program</td>
<td>647-225-1623</td>
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<td>Drug and Alcohol Helpline</td>
<td>1-800-668-8888</td>
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<td>Smokers Helpline</td>
<td>1-877-613-5333</td>
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<td>Withdrawal Management Centre (Otox)</td>
<td>905-456-3500</td>
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<tr>
<td>Youth Substance Abuse Program (PEEL)</td>
<td>905-276-9222 or 905-451-1400</td>
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EATING DISORDERS

Body Image Coalition of Peel — Directory of Resources and Services for the Prevention and Treatment of Eating Disorders | 905-799-7700 |

Central West Eating Disorders Program | 905-815-5124 |

• Credit Valley Hospital | 905-813-4505 |

• Halton Healthcare | 905-815-5140 |

• Trillium Health and Developmental Services | 519-576-2333 |

• William Osler Health Centre (Brampton) | 905-453-1100 |

National Eating Disorder Information Centre (NEDIC) | 1-866-333-2232 |

Sheena’s Place | 416-340-4156 |

EMPLOYMENT and HOUSING

Elapse | 905-799-7707 |

Employment Insurance (Telemessage — 24 hrs.) | 1-888-206-7218 |

Employment Ontario Training Hot Line | 416-326-5065 |

Income Security Program (Child Tax Credit) | 1-800-377-1693 |

Community Employment Services: Skill Training Services (Shadac) | 905-459-7633 |

John Howard Society Resource Centre | 905-459-0111 |

On-Campus Housing | 1-888-786-0767 |

Ontario Works | 905-793-9230 |

Out Peace Peel (16-21 yrs.) | 905-238-1383 |

Peel Living | 905-453-2200 |

Street Helpline | 905-849-4387 |

YMCA Employment and Community Services | 905-276-9922 |

FOOD BANKS and EMERGENCY FOOD SERVICES

Caledon Community Services (Caledon residents only) | 905-584-9490 |

Eden Food Bank (Meaford) | 519-595-3684 |

Food Path | 905-279-7339 |

Food Path Mitalon — Mt. Zion Apostolic Church | 905-677-8389 |

Lakeview Community Outreach Centre (The Compass) | 905-274-9200 |

Open Door | 905-277-4277 |

Salvation Army—Family Services | 905-279-3941 |

St. John the Baptist Church | 905-451-8840 |

Meadowvale | 905-624-0430 |

Enn Mills | 905-607-2151 |

St. Louis Outreach | 905-454-2144 |

For additional Food Bank information, please call Region of Peel — Public Health | 905-799-7700 |

GENERAL INFORMATION

Caledon Community Services (Caledon residents only) | 905-951-2300 |

Caledon Community Services (Caledon residents only) | 905-951-2300 |

Canadian Human Rights Commission | 1-888-211-1090 |

City Hall Information Centre | 905-874-2000 |
CHILD AND ADOLESCENT COMMUNITY RESOURCES

Family Education Centre.......................... 905-452-0332

HOSPITALS and HEALTH SERVICES
Allergy Asthma Information Association …………… 1-888-259-2298
Anaphylaxis Canada................................. 416-735-6668
Canadian Diabetes Association………………….. 1-800-247-1737
Canadian Mental Health Association – Peel …….. 905-451-2123
CCAP Access Centre of Peel ......................... 905-949-0440
Central West Brampton/Caledon .......................... 1-888-733-1177
Credith Valley Hospital (CVH) ....................... 905-813-2200
Dental Clinic, University of Toronto .................. 416-977-3927
Enbridge.............................................. 905-820-7111
Hospital for Sick Children ......................... 416-863-1600
Invalid Control ...................................... 416-863-5500
or 1-866-897-3017
Ministry of Health and Long Term Care ......... 416-587-4327
Telehealth Ontario ................................ 1-866-579-0000
Trillium Health Centre – Mississauga Site ........ 905-849-7100
Brampton Civic Hospital ......................... 905-494-2120

INJURY PREVENTION
Region of Peel – Public Health ......................... 905-799-7700

LEGAL SERVICES
Justices for Children and Youth ......................... 416-920-1633
Lawyer Referral Services ......................... 1-800-288-8226
or 416-547-7330
Legal Aid Ontario ................................ 905-934-1723
Mississauga Community Legal Services ............ 905-890-2050
North Peel & Dufferin Community Legal Services .... 905-465-0160

MULTICULTURAL COMMUNITY
Brampton Multicultural Community Centre .... 905-790-8482
Catholic Cross Cultural Services ..................... 905-457-7740
Dixie Floor Neighbourhood Centre ............... 905-623-1873
India Rainbow Community Services of Peel ........ 905-921-2040
Miss .................................................. 905-925-2369
Bram .................................................. 905-925-2359
Malton Neighbourhood Services ................. 905-677-9270
Peel Multicultural Council ......................... 905-819-1444

RECREATIONAL
Big Brothers/Big Sisters of Peel ..................... 905-457-7288
Boys and Girls Club of Peel ......................... 905-712-1799
City of Mississauga .................................. 905-815-4511
City of Brampton .................................... 905-874-2000
Public Library ........................................ 905-815-0600
or 905-793-4950

SCHOOLS
Dufferin-Peel Catholic District School Board .... 905-890-1221
Independent Learning Centre (I.L.C.) ............... 416-884-2704
Peel District School Board ......................... 905-890-1099

SEXUAL ASSAULT / ABUSE
Assaulted Women’s Hospital (24 hrs.) ............ 416-863-0611
Children’s Aid Society (CAS) ....................... 905-833-8131
Family Services of Peel (Counseling Services) .... 905-453-5775
Family Transition Place ............................ 905-841-4357
(trees, legal services, emergency services) 1-800-285-9179
Calgary .............................................. 403-253-3313
Halton Trauma Centre ............................... 1-866-633-9888
Peel Children’s Centre ............................ 905-949-1999
Sexual Abuse Treatment Program ............... 905-273-4500
Sexual Assault/Rape Crisis Centre of Peel ...... 905-795-3600
or 1-800-610-0180

SEXUALITY and PREGNANCY
Birthright ............................................. 905-279-9409
Children’s Aid Society (Adoption) ................. 905-363-6131
Healthy Sexuality Clinics (Peel Health)........... 905-787-0799
(pregnancy options, birth control, STI testing, treatment, anonymous HIV testing, etc.)
Fairview .......................................... 905-270-0578
Bram .............................................. 905-791-5365
Malton .............................................. 905-790-0799
Mississauga and Mississauga ........................................ 905-270-5662
Lesbian Gay Bisexual Youth Line ................. 416-362-9888
Life Centre (Kennedy Road Tabernacle) ......... 905-454-2191
Mississauga YMCA (Information) ................. 905-997-6901
Mother Risk (Hospital for Sick Children) ......... 416-313-6780
Parents and Families of Lesbians and Gays (P.F.L.A.G.) 905-802-4062
Peel Bisexual, Gay and Lesbian Youth Drop-In/Peel Pride 905-791-7800
Peel Young Parents Resource Group .......... 905-781-7800
or ext. 2869
Peel Young Parents Resource Group .......... 905-781-7800
or ext. 7557

Region of Peel – Public Health
Sexual Health Information (including Prenatal Teen Classes/Teen Support Club Clinics) .... 905-789-7700
(Chantel’s Place Counselling Program - 24 hrs, 12 + yrs)
Domestic Violence - 24 hrs, 16 + yrs, 911 up frontline
Sexual Assault and Domestic Violence (THC) ... 905-848-7580
T.E.A.M. (Teen education and Motherhood)
Peel Alternative School – South Program registration 905-279-3356
West Program ..................................... 905-363-0164
Teen Sex Info Line ................................ 416-361-3200
(www.spiderbytes.ca)

SHELTERS
Family Transition Place (Orangeville) ............ 519-941-3457
24 hrs. Crisis ...................................... 1-800-285-9179
Interim Place North ................................ 905-676-8515
Interim Place South ................................ 905-403-0664
Our Place Peel II (16-21 yrs) National Support Line 905-238-1383
Peel Youth Village ................................ 905-701-5576
Salvation Army .................................... 905-272-7961
Peel Family Shelter ................................ 905-451-1115
Williston Road Shelter (single mothers) ........ 905-452-1335
Vita Centre of Peel (pregnancy home) ............ 905-502-7033

TRANSPORTATION
Brampton Transit .................................... 905-974-2999
Go Transit .......................................... 416-869-3200
Mississauga Transit ................................ 905-815-4636
Peel Transit ........................................ 905-791-1919

YOUTH DROP-IN CENTRES
Eclipse Youth Centre ............................... 905-790-7707
Peel Youth Village ................................ 905-791-6576
Square One Youth Centre ......................... 905-566-1863
The Dam ........................................... 905-826-0558

CDH-000E 15/15

UPDATED MARCH 2015

Region of Peel • Working for you
Public Health
APPENDIX

SCHOOL POLICE
EMERGENCY ACTION
RESPONSE PROGRAM
PEEL REGIONAL POLICE
SCHOOL POLICE EMERGENCY ACTION RESPONSE
(SPEAR)

SCHOOL DATA

SCHOOL BOARD:  □ Dufferin Peel Catholic  □ Peel District School Board

SCHOOL NAME:  

SCHOOL ADDRESS:  

CITY:  □ Brampton  □ Mississauga  □ Other:  

PATROL ZONE:  

PHONE:  

FAX:  

GRADES:  

SCHOOL START TIME:  

LUNCH HOUR:  

SCHOOL END TIME:  

REPEAT DESIGN TO:  

AFTER HOURS EMERGENCY CONTACT NUMBER: 905-568-0060

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CHILD CARE FACILITY  □ YES  □ NO

EMERGENCY CONTACT FOR CHILD CARE FACILITY

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<tr>
<th>NAME</th>
<th>ON SITE PHONE</th>
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NUMBER OF STAFF  NUMBER OF STUDENTS
NUMBER OF PHYSICALLY OR DEVELOPMENTALLY CHALLENGED STUDENTS
NUMBER OF FLOORS
NUMBER OF PORTABLES  NUMBER OF CLASSROOMS
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<tr>
<th><strong>AUDIO/INTERCOM LOCATION</strong></th>
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<tbody>
<tr>
<td><strong>INSTRUCTIONS FOR USE</strong></td>
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<tr>
<td><strong>LOCKDOWN BELL LOCATION AND ACTIVATION INSTRUCTIONS</strong></td>
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<td><strong>LOCKDOWN BELL SHUTOFF INSTRUCTIONS</strong></td>
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<td><strong>NUMBER OF VIDEO CAMERAS</strong></td>
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<td><strong>FIRE ALARM PANEL LOCATIONS</strong></td>
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<td><strong>FIRE ALARM SHUTOFF INSTRUCTIONS</strong></td>
<td>1) LOCATE AND RESET PULL STATION 2) ON MAIN FIRE PANEL – PRESS</td>
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<td><strong>ANNUNCIATOR PANEL LOCATION</strong></td>
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<td>GAS SHUTOFF LOCATION</td>
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EMERGENCY POWER

EMERGENCY LIGHTING  □ BATTERY PACKS  □ EMERGENCY POWER SYSTEM

PROVIDES POWER TO WHAT PORTIONS OF THE BUILDING

LOCATION OF DIESEL GENERATOR

ON SITE HAZARDS

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