



<b>ADMINISTRATIVE PROCEDURE</b>	
<i>Approval Date</i> <b>2018</b>	<i>Replacing</i> <b>All previous procedures</b>
<i>Review Date</i> <b>2023</b>	<i>Page</i> <b>1 of 15</b>
<i>Contact Person/Department</i> <b>Superintendent Responsible for Safe and Accepting Schools</b>	<i>Identification</i> <b>OP – 6540</b>

## **EMERGENCY RESPONSE PLAN-LOCKDOWN**

### **1.0 PURPOSE**

Trillium Lakelands District School Board is committed to providing a safe environment for all members of the school community by ensuring that schools and worksites are prepared, through proactive planning and training, to respond to a threatening incident on school property, board property and/or in a neighbouring community. .

### **2.0 REFERENCES AND RELATED DOCUMENTS**

2.1 Relevant Legislation, Regulations, Guidelines and Agencies:

- [Education Act, R.S.O, 1990 C. E2](#)
- [Bill 212: An Act to Amend the Education Act in respect of discipline, behavior and school safety](#)

2.2 Relevant Board Policies, Procedures and Protocols:

- Police/School Board Protocol 2011
- [OP 6020 Code of Conduct Procedure](#)
- [BD 2351 Emergency Response Plan-District Procedure](#)
- [OP 6520 Emergency Response Plan-Schools and Worksites](#)

### **3.0 TERMS AND DEFINITIONS**

#### **3.1 ALTERNATE COMMAND CENTRE**

The location at which central planning and communication will take place during an emergency if the main officer or established Command Centre location is inaccessible.

#### **3.2 COMMAND CENTRE**

The Command Centre is a secure location at which central planning and communication will take place during an emergency. It is the focal point for command and control of the emergency situation.

### 3.3 CRISIS

An unfolding situation that has reached a critical phase with the distinct possibility of a highly undesirable outcome, such as a hostage situation or terrorism.

### 3.4 DISTRICT CRISIS LIST

A confidential list of key contacts that is updated regularly (Director of Education, Superintendents, Facilities Services Personnel, Communications Services Personnel, Student Services/Attendance Counsellors (SSACs), Principals, Vice Principals) for use in emergencies.

### 3.5 DRILLS

Drills are supervised activities involving all members of the school/worksite community that provide the opportunity to practice, test, develop, and maintain skills in the response procedure as well as the possible interaction with emergency support services and personnel (e.g. police, fire, medical).

### 3.6 EMERGENCY KIT

The Emergency Kit is the repository for key information (electronic or print) and supplies that may be needed in an emergency. (See Emergency Response Plan-Schools and Worksites Procedure OP-6520)

### 3.7 EMERGENCY RESPONSE PLAN

A plan to ensure that schools and worksites are prepared, through proactive planning and training, to respond to crisis or emergency situations. The Emergency Response Plan includes Lockdown information.

### 3.8 HOLD AND SECURE

Hold and Secure is a term used when it is desirable to secure the school due to an ongoing situation outside and not necessarily related to the school (e.g. a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the administrator/manager of the site becomes aware that the situation is resolved.

### 3.9 LOCKDOWN

Lockdown is a term used when there is a major threatening incident or threat of school violence within the school, or in relation to the school.

### 3.10 LOCKDOWN EMERGENCY RESPONSE PLAN

A Lockdown Emergency Response Plan will be developed as part of the school Emergency Response Plan (See Emergency Response Plan-Schools and Worksites Procedure OP-6520) and will include specific information related to individual school/worksite.

### 3.11 SCHOOL COMMUNITY

The school community consists of any person who may be on school or board property at the time of a threatening incident (this includes but is not limited to staff, students, parents, volunteers, contractors, maintenance personnel, central office staff, community partners, occasional and casual staff).

### 3.12 SHELTER IN PLACE

Shelter in Place is a term used for an environmental or weather-related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation (e.g. chemical spills in the community, blackouts, explosions, or extreme weather conditions)

### 3.13 STAFF

Any person employed by TLDSB.

### 3.14 STANDARD REUNIFICATION

A reunification plan will be used when standard dismissal processes cannot be used and students must be returned to their parents/guardians following a critical incident. A standard plan will be followed for all reunification situations.

### 3.15 THREATENING INCIDENT

For the purposes of this plan, a threatening incident is defined as a situation involving a potentially armed individual or individuals posing an immediate threat to life (i.e. has or may have a weapon).

## 4.0 ADMINISTRATIVE PROCEDURE

### 4.1 ROLES

#### 4.1.1 Director's Office

- a) Initiate support as required from central staff (e.g. communications services, student services, facilities services, transportation services);
- b) Support ongoing management and timely communication of the situation;
- c) Manage media communications;
- d) Communicate with the area superintendent for the school who will monitor the situation and be involved in debriefing and follow-up;
- e) Communicate with trustees;
- f) Ensure school principals have communicated with any classes that may be off site for the day.

#### 4.1.2 School Administration/Worksite Manager

- a) Ensure that sections in the school/worksite Emergency Response Plan addressing the lockdown, hold and secure and shelter in place are complete and updated annually;
- b) Ensure that the emergency procedures that are to be followed in the event of lockdown, hold and secure, and/or shelter in place are regularly communicated to staff, students, and school community (at minimum twice per year in September and February);
- c) Ensure that all staff know how to initiate the lockdown, hold and secure and shelter in place processes.
- d) Ensure that Emergency Response Plans are in place for all students and/or staff with special needs where individual actions need to be taken in the event of an emergency;
- e) Ensure that training of staff, and drills take place regularly as prescribed;
- f) Ensure that Emergency Procedures stickers are in place in all active teaching spaces (Appendix 5.1).
- g) Ensure that the necessary facility issues are addressed and reviewed on an annual basis (e.g. outside speakers, command centres, keying system for classrooms/offices);
- h) Ensure that protocol for communication is followed in the event of a threatening incident (see appendices);
- i) Invite police, fire, and emergency services to participate in at least one lockdown drill exercise annually;
- j) Follow the Police/School Board Protocol.
- k) In an actual incident, the police are responsible for management of a threat and the subsequent criminal investigation; however the principal shall fully cooperate with the police.

#### 4.1.3 School/Worksite Staff

- a) Staff is responsible for being familiar with this procedure, the Emergency Response Stickers and the Emergency Response Plan including participating in drills, and responding quickly, according to guidelines in this plan, during a threatening incident.
- b) Staff is responsible for educating and training of students in their classes/areas.

- c) Any staff member with information or knowledge about a potential threatening incident is expected to ensure that school administration/management receives that information immediately.
- d) Staff must report feedback directly after a drill to their Administrator following any concerns regarding processes or facility issues (e.g. speakers, emergency response stickers etc).
- e) Staff responsibilities in assisting police:
  - i. Staff must follow direction given by police;
  - ii. Staff will endeavour to ensure that crime scene evidence is not disturbed (leave all objects exactly as found; discourage others from disturbing potential evidence; isolate area if possible).

#### 4.1.4 Students

- a) Students are responsible for being familiar with the Emergency Response Plan (including lockdown, hold and secure, and shelter in place), participating in drills, and responding quickly to the direction of staff during a threatening incident.
- b) Any student with information or knowledge about a potential threatening incident must come forward to a staff member or school administrator with that information immediately.
- c) Student responsibilities in assisting police:
  - i. Students must follow direction given by police;
  - ii. Students will endeavour to ensure that crime scene evidence is not disturbed (leave all objects exactly as found; discourage others from disturbing potential evidence; isolate area if possible).

#### 4.1.5 Police

- a) Police will work closely with school administration in planning for and responding to a threatening incident as per the school board/police protocol.
- b) During a threatening incident (lockdown or hold and secure), police will assume command and control of the response and liaise with principal and/or school board personnel.

#### 4.1.6 Parents/Guardians

- a) Information is to be provided to each home at the beginning of the school year, to inform parents of lockdown procedures and to encourage parents to reinforce with their children the importance of understanding the procedures and following staff and police direction.

This information will explain and define the terms Lockdown, Hold and Secure, and Shelter in Place.

- b) Parents should be informed of what is expected should they arrive at the school during a drill, or if they are present within the school when a lockdown is called.
- c) Parents/guardians will comply with school emergency procedures and respect police and administrative instruction during an incident.
- d) Parents/guardians must ensure contact information at the school up to date so they can be easily reached by staff in the event of an emergency.

#### 4.1.7 Childcare

Childcare staff shall follow procedures outlined in the Lockdown Emergency Response Plan and ensure that specific plans are in place to address the needs of children in their care in the event of a drill or an incident.

## 4.2 TRAINING AND DRILLS

### 4.2.1 Awareness Training

- a) School administrators/managers are required to review and update the Emergency Response Plan (including lockdown, hold and secure and shelter in place) annually to ensure that it meets the needs of staff and students. The plan must be shared with all members of the school community at the beginning of each school year.
- b) Police may be invited to meet with school administration to participate in awareness training.

### 4.2.2 Drills

- a) All schools are required to have a minimum of three (3) Lockdown drills each school year with at least one (1) drill taking place during a non-instructional time (recess, nutrition break, lunch hour). The responsibility for these drills, including scheduling, lies with the school principal. Police should be invited to one of the drills in order to monitor effectiveness and participate in a debriefing following the drill. Each school is required to keep a record of the dates of drills.
- b) All (non-school) worksites are required to have a minimum of one (1) Lockdown Drill each year. The responsibility for these drills, including scheduling, lies with the manager of the building. Each worksite is required to keep a record of the dates of the drills.

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- c) The announcement for any site should indicate clearly that it is a **drill**:

***Emergency – Initiate Lockdown: This is a drill,  
Emergency – Initiate Lockdown: This is a drill.  
Emergency – Initiate lockdown: This is a drill.***

#### 4.3 RESPONDING TO A THREATENING INCIDENT

##### 4.3.1 When a threatening incident occurs:

- a) **DO NOT CONFRONT THE SUSPECT;**
- b) Initiate Lockdown immediately according to your school/worksite Lockdown Emergency Response Plan;
- c) Call 911;
- d) Notify the school or site office with pertinent information;
- e) If it is safe to do so without danger to yourself or others, include the following details in the report to the office:
- Location and number of suspects;
  - Suspect(s) moving or stationary;
  - Identity of suspect(s);
  - Description of physical appearance of suspect (age, clothing, build, etc.);
  - Description of weapons;
  - Possible motive or threats made; and
  - Any known injuries and location of casualties.

Note: Bomb threats are not covered in this procedure.

##### 4.3.2 When notified of a threatening incident, initiating lockdown, calling 911, and notifying the Principal or designate should happen as closely together as possible. Responding personnel will have to use individual judgement as to what they can and should do first, keeping in mind that their primary role is taking care of students and staff at risk.

##### 4.3.3 Activate all public address (PA) systems (inside and outside) and any other notification systems if available.

- a) Announce clearly and calmly on public address (PA) system:  
***Emergency - Initiate Lockdown,  
Emergency - Initiate Lockdown,  
Emergency - Initiate Lockdown***
- b) Call (or delegate another staff member to call ) 911 and provide the following information:
- identify yourself, the school name, and full address;
  - describe situation (provide all known information);

- identify whether anyone is injured and the severity of the injuries;
  - stay on the line and continue to provide information as requested by the emergency operator;
  - explain safe approach (routes/entrance) for police and advise police where they will be met;
  - begin to document times and events relating to the incident.
- c) When feasible, contact the Director's Office (the Director's Office will contact the school superintendent, and initiate other central office support as necessary) at 1-888-526-5552 or 705-324-6776.

#### 4.3.4 Lockdown inside school building or worksite

- a) Upon hearing the lockdown announcement, staff will immediately initiate lockdown procedures.
- b) All occupants of the school or worksite will disregard school bells unless otherwise informed.
- c) All occupants of the school or worksite will disregard fire alarm system and will remain in position until directed by emergency personnel, unless there is an obvious or imminent risk of fire.
- d) Lockdown procedure for non-classroom areas (e.g. library, cafeteria, foyer, central office workstations):
- Depending on the individual school/worksite plan and the situation (location and actions of the suspect) consideration must be given to the controlled evacuation of students/individuals to identified secure areas.
  - Individual Emergency Response Plans will include specific direction regarding a secure location where people in these areas must report to in the event of a threatening incident.
- e) Lockdown Procedure for Classrooms:

Follow the R- SAFE acronym

- R- REMAIN CALM
- S- SECURE  
If safe to do so:
  - Gather everyone in immediate area into the nearest securable classroom/space
  - Lock doors and barricade if possible
  - Turn off the lights
  - Close blinds and cover windows
- A- ALL QUIET  
Tell everyone to remain absolutely quiet

- **F- FIND THE SAFEST SPOT**  
Move everyone to a pre-determined safe area in the room.  
In a portable move to the middle of the room and turn tops of desks outward, with all staff and students inside the circle.
  - **E- ELECTRONIC DEVICES OFF**  
Tell everyone to turn off and put away all cell phones.
- f) After all individuals are in a secure location, attendance should be taken.
- g) Lockdown is in effect until cancelled by principal/manager or designate

4.3.5 Lockdown procedures for areas outside of the school/worksite building:

- a) **DO NOT ENTER SCHOOL OR WORKSITE;**
- Move as far away from the school/worksite as possible;
  - Proceed to off-site evacuation site if possible (see school/worksite plan for details);
  - Any available staff will record student names and ensure that students remain in the identified area.
- b) Lockdown is in effect until cancelled by principal/manager or designate.

4.3.6 All school community members (including supply staff, agencies/ organizations and volunteers who are in the building) must be trained on Emergency Response Plans (including lockdown, hold and secure and shelter in place).

4.3.7 All Clear Call

- a) Where police have responded, the decision to end a lockdown shall be made with approval of the on-scene police commander.
- b) The all clear call may be announced over the PA system or ended on a room-to-room basis by police, worksite manager, principal or designate stating:

***THE LOCKDOWN IS OVER; THE SCHOOL/OFFICE IS SECURE” –  
I REPEAT, THE LOCKDOWN IS OVER, THE SCHOOL/OFFICE IS  
SECURE***

4.3.8 Hold and Secure

- a) Hold and Secure is used when it is desirable to secure the school/worksite due to a potentially threatening incident occurring outside and not necessarily related to the school.

- b) If the administrator or designate, in consultation with emergency services/police decides to call “hold and secure”, plain, clear language, with specific directions, should be used. The script used should be distinct from that used to initiate a lockdown. For example:

***Attention all staff—the school/worksite is now in Hold-and-Secure,  
Attention all staff—the school/worksite is now in Hold-and-Secure,  
Attention all staff—the school/worksite is now in Hold-and-Secure.***

- c) Students immediately outside of the school/worksite will be brought inside.
- d) All exterior doors will be locked and monitored.
- e) Staff and students in portables may be re-located into the school in consultation with board/emergency services personnel/police.
- f) Once doors are secured, no access to the school or building will be granted. Principals/worksite managers may consider posting a notice advising that a hold and secure is in place.
- g) In each classroom or office:
- Close the door;
  - Close the blind;
  - Keep away from windows;
  - Take attendance;
  - Classes may continue to function normally.
- h) The school principal/worksite manager will determine whether movement between classrooms is appropriate and will communicate this with staff.
- i) The school principal/worksite manager will communicate with any staff offsite due to field trips or excursions to determine a plan.
- j) In the event of a fire alarm, staff and students will remain in position until directed by emergency personnel/police, unless there is an obvious and imminent risk of fire.
- k) The principal/worksite manager will consult with emergency personnel/police regarding any decisions to end a hold and secure.
- l) The all clear call may be announced over the PA system.

#### 4.4 SHELTER IN PLACE

- 4.4.1 Shelter in Place is used when personal safety is considered to be in danger if anyone leaves the school/worksite. This is mainly used for environmental or weather related events.

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- 4.4.2 It is necessary for everyone to remain inside the school/worksite and take protective actions. Depending upon the emergency, heating and air-conditioning or other intake/exhaust systems may need to be turned off to avoid drawing in air from the outside.
  - 4.4.3 While everyone may move freely within the school/worksite, close and lock all windows and exterior doors and remain inside and monitor the situation until advised by authorities that conditions are safe.
  - 4.4.4 Types of events that trigger Sheltering in Place:
    - a) weather events such as a sudden blizzard;
    - b) environmental event such as a chemical spill exterior to the school;
    - c) missing child;
    - d) dangerous wild animal (cougar, bear etc.) and;
    - e) any situation where evacuation may pose a greater risk than sheltering in place.

#### 4.5 POST THREATENING INCIDENT FOLLOW-UP

- 4.5.1 Follow-up procedures may include the following:
  - a) involving the District Crisis Response Team to provide counselling for staff and students;
  - b) providing appropriate information to parents, guardians, staff, students, and the broader school community regarding the incident;
  - c) debriefing by police or school principal/worksite manager present at the time of the incident;
  - d) coordinating police and school board communications;
  - e) evaluating the adequacy of the Emergency Response Plan and making modifications as necessary;
  - f) identifying lessons learned and developing further preventative measures;
  - g) maintaining close contact with any injured victims and families;
  - h) maintaining close co-operation with police services to facilitate completion of investigations; and
  - i) completing all necessary legal, insurance and administrative forms and documents as required.

#### 4.6 LOCKDOWN PLAN REQUIREMENTS

- 4.6.1 A lockdown floor plan must be added to the Emergency Response Plan. The floor plan must be mapped to identify “red, green, and blue” zones, the location of Emergency Kits, and specific details to address unique features of the school/worksite (e.g. open areas, cafeterias, library, gym);
  - a) Red indicates danger areas of the school/worksite which cannot be locked down safely;
  - b) Green identifies areas where staff and students are to proceed to safely lock down;

- c) Blue areas identify Command Centre locations which will be utilized by police depending on the nature of the incident.

4.6.2 School/worksite specific details must be outlined in the Lockdown section(s) of the Emergency Response Plan Template (see Emergency Response Plan - Schools and Worksites Procedure OP-6520) including:

- a) Specific plans for students with special needs if applicable;
- b) Specific information about students and staff with potential medical needs, if applicable;
- c) Specific plans for training of staff and drills needed to take place at the beginning of each school year;
- d) Specific list of facility issues to be reviewed and/or tested annually (e.g. outside speakers, bell systems, facilities in command centres, keying system for classrooms);
- e) General plans to inform the school community about the Lockdown Emergency Response Plan, including rationale and process for training and drills;
- f) Command centres identified for each site:
  - School/worksite administration should identify a minimum of three locations; two within the school/worksite and one location off-site.
  - The primary command centre is the main office;
  - A second command centre should be designated within the building after considering safety, security, access to communication (e.g. PA system, computer, phone) and available facilities (e.g. washroom);
  - The third command centre will usually be the off-site evacuation centre established in the school/worksite Emergency Response Plan.

## 5.0 APPENDICES

- 5.1 Emergency Procedures Stickers
- 5.2 Lockdown Components of Emergency Response Plan
- 5.3 Communication with the Media

# EMERGENCY PROCEDURES



## HOLD & SECURE

To be used in response to a threat of danger outside of the school.



## LOCKDOWN

To be used in response to a threat of danger inside of the school.



## SHELTER-IN-PLACE

To be used in response to environmental danger (e.g. weather).



## BOMB THREAT

To be used in response to a bomb threat.

### GOALS FOR STAFF

To ensure all students remain calm inside of the building, and stay away from all exterior doors and windows.

### GOALS FOR STAFF

To ensure all staff and students get to a secure location and make the location appear deserted (as quickly as possible).

### GOALS FOR STAFF

To ensure all instructions specific to the environmental hazard are followed.

### GOALS FOR STAFF

To ensure all instructions for the bomb threat response are followed.

Close the classroom door.

Close the blinds and keep everyone away from the windows.

Take attendance.

Continue classroom routines/lessons.

Do not change classes, go to the bathroom, or go outside unless specifically approved by the school administrator or the Hold and Secure is lifted.

Staff and students in portables may be relocated into the school in consultation with board or emergency services personnel.



### R - REMAIN CALM S - SECURE

If safe to do so:

- gather everyone in immediate area into the nearest securable classroom/space
- lock doors and barricade if possible
- turn off the lights
- close blinds and cover windows

### A - ALL QUIET

Tell everyone to remain absolutely quiet.

### F - FIND THE SAFEST SPOT

Move everyone to a pre-determined safe area in the room.

In a portable, move to the middle of the room and turn tops of desks outward, with all staff and students inside of the circle.

### E - ELECTRONIC DEVICES OFF

Tell everyone to turn off and put away all cell phones.

Follow the instructions for a Hold and Secure, unless given directions specific to the environmental hazard.

For example:

Hurricane/Tornado: move away from outside walls and windows, take cover under desks or in the hallway.

Earthquake: move away from windows and possible falling objects; drop, cover and hold (drop under your table or desk, cover your head and body, and hold on to what you are under to remain protected from falling objects).

If directed to do so, conduct a visual scan of the immediate area for a suspicious package/device. Staff or students should never touch a suspicious package/device.

If a suspicious package/device is located, inform Administration immediately so evacuation decisions can be made.

If directed to do so, follow evacuation instructions. Evacuees should take personal belongings from the immediate area to assist the police search.

Turn off and put away all cell phones.

In the event of a fire alarm during any of these situations:

- Remain in position until directed by emergency personnel, unless there is an obvious and imminent risk of fire.

The termination of a Lockdown, Hold and Secure, Shelter-in-Place, or Bomb Threat will be announced over the PA, or ended on a room-to-room basis by Police or Administration.

<b>Lockdown Components of Emergency Response Plan</b>		
<b>School:</b>	<b>Year:</b>	
<b>Developing a Plan</b>	A written plan is in place and has been updated for this school year. The plan contains all relevant information from the Board Procedure.	
	Within the plan, actions to be taken for all students with special needs and for potential medical issues of staff or students are outlined in detail.	
	Within the plan the two on-site command centres and the off-site evacuation location are identified (as described in the School / Worksite Emergency Response Plan)	
	Detailed floor-plans of the school / worksite are included. These floor-plans will indicate red (dangerous) zones, green (safe) zones, and blue command centre locations, emergency kit locations and copies of floor plans	
<b>Communication</b>	The local police detachment has a copy of the school/ worksite plan and there has been direct communication between the administration / management and the police detachment or designated officer about the plan.	
	The plan has been shared in detail with staff.	
	There is a mechanism to inform replacement staff (e.g. supply teacher, educational assistant, secretary or custodian, temporary staff) of their role in this plan (e.g. supply binder contents).	
	There is a mechanism to inform itinerant staff, visitors, and volunteers of what action to take during a lockdown drill or incident.	
	General information about the plan has been shared with parents and school council (schools only).	
	There is a mechanism to ensure that there is always an adult in the school office or that a staff member can be contacted immediately from the school office during any time when students are assigned to answer phones (schools only).	
	The Emergency Procedures Sticker is posted in visible locations.	
<b>Facilities</b>	Plant and facility issues have been reviewed to ensure that : <ul style="list-style-type: none"> <li>• Doors where students / staff may be located can be locked quickly and efficiently;</li> <li>• PA System, outside horns, are working properly and all staff are trained on their use;</li> </ul>	
<b>Training</b>	Awareness training has taken place with staff and students.	
<b>Drills</b>	3 drills are held every school year as outlined in the Board Procedure. Record the dates of these drills below: 1. _____ 2. _____ 3. _____	

## Media Communications

The Principal (or designate) and Communications Services are responsible for all media relations regarding school related emergencies and will work in cooperation with emergency services representatives (police, fire) regarding responses or statements to the media;

Police are responsible to address media with respect to the criminal incident involved and response to an incident. Principal / Board personnel are responsible for dealing with media on issues of staff and student safety.

- a. All staff on the scene of an emergency **MUST** direct all media personnel to the Principal or designate;
- b. The Principal will work with Communications Services before providing information to the media;
- c. **Initial Media Response**
  - i. The initial media response is the first information provided to the media. This should be done **as soon as the emergency is known**, even though the details may not be known.
  - ii. If there is contact from the media, the Principal or designate or office staff will provide the following information:

*The Board (or the school) is aware of the situation and our emergency response plan is activated. We will release more information as it becomes available. Further updates will be provided by TLDSB Communications Services.*

- d. **Subsequent Media Responses**

All subsequent media information must receive the approval of the Director of Education before it is released to the media. This will be done by the District Manager of Corporate Communications.