



SCHOOL/SITE SECURITY

(Lockdown, Hold and Secure, Shelter in Place, Tornado and Bomb Threat)

Board Received: _____ May 25, 2015 _____ Review Date: _____ June 2019 _____

Policy Statement

The Grand Erie District School Board is committed to providing a safe and secure learning environment for all its students and staff. School and site security protocols are an essential part of this commitment to safety. All Grand Erie District School Board schools and sites will have and practise protocols related to lockdown, hold and secure and shelter in place.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – All staff/students trained in procedure
– safety protocols are practiced
– safety protocols are implemented with maximum effectiveness

School/Site Security Protocols

Each school/site will have security protocols for events requiring “Lockdown”, “Hold and Secure” and “Shelter in Place”. The protocols are set out below:

(For the purposes of these protocols, “Principal/Manager” includes “or Designate”).

All plans must consider the possibility of evacuation and any necessary accommodations for students or staff. It is the responsibility of parents to advise school administration of any necessary accommodations for their children; it is the responsibility of employees to advise administration of accommodations they might require. It is the responsibility of administrators to inform parents/staff of the need for this information.

1. Lockdown

“Lockdown” should only be used when there is a major incident or threat of violence within the school/site, or in relation to the school/site (e.g., armed intruder, attempted abduction). During a lockdown students and staff are directed to a secure room, doors locked, windows and curtains closed, and all sight lines into rooms blocked.

- The lockdown plan must be practised and logged in the fall and spring during the school year. These procedures and plans must be reviewed with staff at the beginning of each school year. Lockdown drills shall be conducted in a manner that will not unduly upset younger students. Early in the school year, parents/guardians shall be informed that lockdown drills will be conducted.
- This plan shall consider students and staff inside, as well as those outside the school. The plans should include a process for dealing with situations where classes are in progress and at break. Plans must take into account communication systems within the school and for those who may be outside the building. Specific arrangements must be in place for students and staff in portables.
- The Principal/Manager will ensure that all occasional staff members are made aware of school/site security and lockdown plans.

- The Principal/Manager will announce a lockdown then immediately call 911 (unless the police are already involved) and stay on the line to provide information requested. The Principal/Manager will contact the Superintendent of Education/Business and the Manager of Communications and Community Relations as soon as possible.
- The Principal/Manager will de-brief with staff, students, and parents as soon as possible after a lockdown has been implemented. Communication is important to avoid rumours and misinformation.
- After a school security protocol has been employed, a written report will be prepared by the Principal/Manager and submitted to the Superintendent of Education/Business.

An event requiring lockdown is a bomb threat.

1a) Bomb Threat Procedures:

Most bomb threat warnings to schools are phoned in. **Bomb threats are always to be taken seriously.**

It is important to collect all available data in order to help determine the motivation of the caller and the subsequent action.

**General evacuation is not initially recommended.
Consultation with the police is required.
The decision to evacuate lies with the Principal/Manager after the collection of available data.**

The following procedures should be followed at schools/sites when a bomb threat is received.

i) Telephone Operator

- remain calm
- do not ignore a bomb threat: treat as genuine until established otherwise
- keep the caller on the line as long as possible in order to obtain as much information as possible
- record vital information on the Bomb Threat Procedures Telephone Card which is kept beside each telephone in the office. (See Appendix A)
- notify the Principal/Manager during the course of the conversation, but, if not possible, immediately afterwards. The back of the Telephone Card is printed with the words A Bomb Threat@ and should be used to notify those around the operator. (See Appendix B)

ii) Principal/Manager

- call police
- ensure that all outside doors are locked
- call for an immediate visual search to be conducted by employees in the building
- contact: 1. The Superintendent of Education/Business, or if unavailable
2. Another Superintendent of Education or the Director of Education

iii) Superintendent of Education/Business

- Contact Manager of Communications and Community Relations

iv) Staff

- conduct a **visual** search of immediate, familiar work areas. Each school/site will have a plan to include unoccupied areas for this search.
- report back to Principal/Manager as soon as possible

LOOK FOR	FOUND A SUSPICIOUS OBJECT
<ul style="list-style-type: none"> • Something that should not be there • Signs of forced entry • Object(s) similar to description in bomb threat • object(s) or package(s) suspicious in size, shape, labeling, location, volume • presence of tape, wire or explosive wrappings • signs of tampering with electrical installations 	<ul style="list-style-type: none"> • DO NOT TOUCH suspicious object or package • DO NOT place blanket or anything else over object or device • DO NOT disturb object in any way or approach it • clear everyone from immediate area (including floors above and below) • Notify Principal/Manager • DO NOT be heroic

If a Suspicious Object/Package is NOT found

The Principal/Manager will:

- Communicate an all-clear to staff and that no further action is required.
- Inform the Superintendent of Education/Business, or, if unavailable, another Superintendent of Education or the Director of Education

If a Suspicious Object/Package IS found

The Principal/Manager will:

- Consult with Police and then use fire alarm to signal EVACUATION
- follow fire drill evacuation procedures rerouting where necessary to avoid area(s) where suspicious object(s) have been located
- advise staff to not use cell phones, pagers or walkie-talkies

After consultation with police, the Principal/Manager will determine when students and staff may return to the building.

v) Return to School

- Students and school/site personnel will return to the school/site building on the direction of the principal/manager after consultation with the police. During rental use, the custodian on duty, in consultation with Facilities Services Manager, will provide direction to rental users regarding return to the building.
- A communication plan will be developed by the principal/manager, in consultation with the Superintendent of Education/Business and the Manager of Communications and Community Relations.

Bomb Threat Telephone Procedures

- Listen carefully, be calm and courteous and do not interrupt the caller
- Notify the Principal/Manager as soon as possible

Call Taken by: _____ Time: _____ Sex of Caller: _____ Age: _____

Questions to Ask:

- | | |
|------------------------------------|-------------------------|
| Who are you? | Did you place the bomb? |
| When is the bomb going to explode? | Why? |
| Where is it right now? | What is your address? |
| What does it look like? | What is your name? |
| What kind of bomb is it? | Exact working of threat |
| What will cause it to explode? | |

Caller's Voice				
<input type="checkbox"/> Calm	<input type="checkbox"/> Soft	<input type="checkbox"/> Distinct	<input type="checkbox"/> Lisp	<input type="checkbox"/> Deep breathing
<input type="checkbox"/> Angry	<input type="checkbox"/> Loud	<input type="checkbox"/> Slurred	<input type="checkbox"/> Raspy	<input type="checkbox"/> Cracking voice
<input type="checkbox"/> Excited	<input type="checkbox"/> Laughter	<input type="checkbox"/> Whispered	<input type="checkbox"/> Deep	<input type="checkbox"/> Disguised
<input type="checkbox"/> Slow	<input type="checkbox"/> Crying	<input type="checkbox"/> Nasal	<input type="checkbox"/> Ragged	<input type="checkbox"/> Accent
<input type="checkbox"/> Rapid	<input type="checkbox"/> Normal	<input type="checkbox"/> Stutter	<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Familiar
If familiar, who did it sound like?				

Background Sounds				
<input type="checkbox"/> Street noise	<input type="checkbox"/> PA system	<input type="checkbox"/> Motor	<input type="checkbox"/> Animals	<input type="checkbox"/> Local
<input type="checkbox"/> Crockery	<input type="checkbox"/> Music	<input type="checkbox"/> Office machine	<input type="checkbox"/> Clear	<input type="checkbox"/> Long distance
<input type="checkbox"/> Voices	<input type="checkbox"/> House noises	<input type="checkbox"/> Factory	<input type="checkbox"/> Static	<input type="checkbox"/> Booth
Other?				

Threat Language				
<input type="checkbox"/> Well spoken	<input type="checkbox"/> Foul	<input type="checkbox"/> Incoherent	<input type="checkbox"/> Irrational	<input type="checkbox"/> Taped
<input type="checkbox"/> Message read by caller				

BOMB THREAT

(To be printed on card stock and kept at each telephone in the office)

VISUAL SEARCH

LOOK FOR	IF YOU FIND A SUSPICIOUS OBJECT
<ul style="list-style-type: none"> <input type="checkbox"/> something that should not be there <input type="checkbox"/> signs of forced entry <input type="checkbox"/> object(s) similar to description in threat <input type="checkbox"/> object(s) or package(s) suspicious in size, shape, labeling, location, volume <input type="checkbox"/> presence of tape, wire, or explosive wrappings <input type="checkbox"/> signs of tampering with electrical installations 	<ul style="list-style-type: none"> <input type="checkbox"/> DO NOT TOUCH suspicious object or package <input type="checkbox"/> DO NOT place blanket or anything else over object or device <input type="checkbox"/> DO NOT disturb object in any way or approach <input type="checkbox"/> clear everyone from immediate area (including floors above and below) <input type="checkbox"/> notify Principal/Manager <input type="checkbox"/> DO NOT be heroic

2. *Hold and Secure*

“*Hold and Secure*” should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery near a school). In this situation a secondary school would continue to function normally, with the exterior doors being locked until such time as the situation near the school is resolved. The exterior doors in elementary schools are locked at all times, in compliance with the Safe Welcome Program.

A communication plan will be developed by the principal/manager, in consultation with the Superintendent of Education/Business and the Manager of Communications and Community Relations.

3. *Shelter in Place*

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

A communication plan will be developed by the principal/manager, in consultation with the Superintendent of Education/Business and the Manager of Communications and Community Relations.

An event requiring Shelter in Place is a tornado.

3a) Tornado Procedures

While the possibility of a tornado can be noted in a severe weather warning, because of the speed with which they build up and move, it is almost impossible to provide advance warning about when and where a tornado will actually occur. Staff and students need to be made aware in advance of what action should be taken if a tornado occurs in the area of the school.

1. Each Principal/Manager has the responsibility of developing a tornado awareness program (see Appendix C) for the site, and for reviewing tornado procedures with staff and students twice each school year, in the months of:
 - September to ensure students new to the school are familiar with procedures; and
 - April to review procedures prior to the start of the season in which most tornadoes occur in southern Ontario.

2. A **severe weather watch** means the conditions exist for the development of severe weather in the area. The following actions shall be taken:
 - Monitor weather radio, the local radio station and the internet (www.weatheroffice.gc.ca or www.theweathernetwork.ca) closely for possible warnings and make observations of developments in the weather. Be prepared for further action in case a warning is issued.
 - Communicate with the Superintendent of Education/Business and take immediate action to ensure student safety.

3. A **tornado warning** means a tornado has been reported in the area. Keep the students in school. Move them away from windows and doors and out of large, open areas such as a gymnasium or auditorium until the worst of the storm is over. The safest location will be a central hallway on the ground floor so move students from upper floors when possible. Students should protect their heads and crouch or kneel against the wall. As the situation permits, review with staff and students the procedures they should be following. Remind teachers to carry their class list with them, and, if the situation permits, to take attendance and notify the Principal/Designate of any absent students.
 - * *Do not use a fire alarm to signal a tornado emergency. A fire alarm is a signal for people to exit the building, and in a tornado emergency it is necessary for everyone to stay inside.*
 - Ensure that all persons on the school property come into the main building.
 - Do not permit the departure of school buses if a tornado warning is in effect.
 - Wait until word has been received from the appropriate officials before sounding the all clear signal.
 - Communicate with staff and students what they should/shouldn't do after a tornado.
 - Inform the appropriate Superintendent of Education of the situation.

APPENDIX C

YOUR TORNADO AWARENESS PROGRAM SHOULD INCLUDE:

1. an emergency kit which includes: a battery-operated radio; flashlights; batteries that are charged; and devices required by the site for communication (bullhorns, walkie talkies, etc.);
2. a binder in the main office with a complete set of class lists;
3. an awareness of the weather, and an understanding of the difference between a WEATHER WATCH (possible storms in the next six hours) and a WEATHER WARNING (expected event within the next two hours);
4. knowing which radio or television stations in your area carry up-to-date weather information
5. knowing the name of your forecast region and your county;
6. provisions for the quick movement of mobility-impaired students;
7. provisions for communicating with staff, students, and others on the school property for the purpose of getting them into the building;
8. preparing or reviewing your plan and action in the event of severe weather.

PROCEDURES TO BE REVIEWED WITH STAFF and STUDENTS:

When a tornado threatens, staff and students should:

1. Stay away from windows, doors and outside walls. Protect your head.
2. For maximum safety, try to reach the centre of the building or the side away from the storm. Teachers should get students into hallways, away from ends of hallways with doors or windows, and have them crouch on their knees with their heads down and their arms over their heads.
3. Teachers are to carry a copy of the class list with them and keep their class together.
4. Close all doors behind you as you move toward the centre of the building. If possible, open windows in classrooms.
5. Avoid buildings with large areas of unsupported roof, such as arenas, gymnasiums, barns or areas with skylights. If caught in such a building, head for the lowest floor, an inside hallway or small interior windowless room, or get under something sturdy.
6. In the event of a severe weather warning, students and staff must be moved from portables/port-a-pacs to the main school building.
7. If caught in the open, try to determine the tornado's direction of travel and move at right angles to it. If you cannot avoid the storm, find a ditch, ravine or other depression and lie flat.
8. Outside classes and any other persons outside need to come into the school building.
9. Do not remain in your car or school bus or try to out-race the tornado.
10. If no shelter can be found, hang on to the base of a small tree or shrub.

AFTER THE STORM OR TORNADO:

Extraordinary dangers may exist after a severe storm is over.

1. Loose or dangling electrical wires must be avoided. If on city or county property, report them to local authorities. If on Grand Erie District School Board property, call Facility Services. Also, report broken sewer and water mains.
2. Beware of dangling tree limbs, and of buildings which have been weakened by the storm and could collapse. Bridges may also be weakened.
3. Unless you are requested or qualified to give help, stay out of damaged areas.
4. Drive only if necessary, and stay out of the way of emergency vehicles and rescue workers.
5. Leave the school land-line telephones open for official/emergency use.
6. Keep tuned to your local radio or television station for information or instructions.
7. Prepare a report for submission to the Superintendent of Education outlining damage to the school and the effectiveness of the school's tornado plan.