



## SCHOOL/SITE SECURITY (Emergency Preparedness, Response and Recovery)

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### Policy Statement

The Grand Erie District School Board is committed to providing a safe and secure environment for all students, staff and visitors. School and site security procedures are an essential part of a commitment to safety. All Grand Erie District School Board schools and sites will have and practise procedures related to emergency preparedness and response that result in Lockdown, Hold and Secure, Shelter in Place, and/or evacuation.

### Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – All staff/students are familiarized with site security plans.
  - Security plans are practised.
  - Security plans are implemented with maximum effectiveness.

### 1.0 School/Site Security Plans

Each school/site will have security plans in place for events that could result in Lockdown, Hold and Secure, Shelter in Place, or evacuation. These plans would be unique to the school or site. The procedures are set out below and, for the purposes of this policy, “Principal” represents any site manager.

All plans must consider the possibility of evacuation and any necessary accommodations for students or staff. It is the responsibility of administrators to inform parents/staff of the need for information on these accommodations. 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.

### 2.0 Definitions:

- 2.1 **Emergency** is a serious, unexpected and often dangerous situation requiring immediate action.
- 2.2 **Emergency preparedness** is the process of developing a school security plan, deciding which actions will be taken in an emergency, and by whom, before the emergency actually occurs.
- 2.3 **Emergency response** is the process of implementing appropriate actions while the emergency situation is unfolding.
- 2.4 **Emergency response team** will include the administration, secretary and custodian, as well as site-specific personnel (to be listed in the school security plan).
- 2.5 **Recovery** is restoration of the learning environment and infrastructure of the school as quickly as possible. This includes emotional recovery, which is the process of assisting people with physical, psychological and/or emotional trauma associated

with experiencing traumatic events. The plan for recovery needs to be developed during the preparedness phase, not after the crisis. Grand Erie's Traumatic Events Response Team will assist with this process.

- 2.6 **Lockdown** is an emergency response where students and staff are directed to a secure room, doors locked, windows and curtains closed, and all sight lines into rooms blocked, which is only initiated when there is a major incident or threat of violence within the school, or in relation to the school (e.g., intruder, threats of violence).
  - 2.7 **Hold and Secure** is an emergency response where exterior doors are locked, entry to the building and exit from the building are prohibited, and the school continues to function normally. This response is initiated to secure the school/site due to an ongoing situation in the vicinity, unrelated to the school or site (e.g., heightened police presence, suspicious activity in the vicinity).
  - 2.8 **Shelter in Place** is an emergency response to an environmental or weather-related situation where it is necessary to keep all occupants within the school to protect them from an environmental threat (e.g., extreme weather conditions, chemical spill). Depending on the specifics of the emergency, the school could, in some situations, continue to function normally.
  - 2.9 **Evacuation** involves removing all persons from the building, then either remaining on the property (e.g., accidental/false fire alarm) or moving to the pre-arranged evacuation site for the school (e.g., actual fire).
- 3.0 **Emergency Preparedness:**  
In preparation for emergencies, each Principal will:
- 3.1 create a site-specific security plan (Appendix A) that includes, but is not limited to:
    - 3.1.1 a directory of emergency contact persons and telephone numbers
    - 3.1.2 a list of students and staff who need accommodations in the event of an emergency
    - 3.1.3 an emergency response team, consisting of the administrator(s), custodian, secretary, first aider
    - 3.1.4 consistent evacuation plans, regardless of the reason for the evacuation
    - 3.1.5 on-site daycare centres or support centres in emergency preparedness plans and training
    - 3.1.6 familiarizing supply staff and central staff with emergency responses
    - 3.1.7 consideration of situations involving facilities failures, e.g., extended power outage, loss of water, major heating problem, structural failure
    - 3.1.8 an evacuation kit (Appendix A, student and staff emergency contact lists, school floor plans)
    - 3.1.9 a pre-arranged off-premises evacuation site
  - 3.2 provide training for staff
    - 3.2.1 ensure an adequate number of qualified first aiders on staff
    - 3.2.2 familiarize new staff with emergency preparedness
    - 3.2.3 review emergency plans at least once per semester
    - 3.2.4 update emergency plans at least annually
    - 3.2.5 review tornado procedures in September and April

- 3.3 provide opportunities for staff to practise emergency responses
  - 3.3.1 mandatory fire drills per year (3 in the fall; 3 in the spring)
  - 3.3.2 mandatory lockdown drills per year (1 in the fall; 1 in the spring)
- 3.4 communicate plans with stakeholder groups
  - 3.4.1 staff handbook
  - 3.4.2 occasional teacher handbook
  - 3.4.3 occasional EA handbook
  - 3.4.4 school council
  - 3.4.5 on-site daycare centres, support centres and tenants
  - 3.4.6 off-site school locations
- 4.0 **Emergency Responses:**
  - 4.1 **Lockdown**
    - 4.1.1 The Lockdown plan must be practised – and logged online – in the fall and spring of each school year. These plans must be reviewed with staff, at the beginning of the year and prior to practice runs.
    - 4.1.2 Lockdown drills must be conducted in a manner that will not unduly upset younger or vulnerable students. Early in the school year, parents/guardians will be informed that lockdown drills will be conducted throughout the year. Immediately after a lockdown drill, feedback will be provided to students, staff and parents/guardians.
    - 4.1.3 Each lockdown plan must consider students and staff inside, as well as those outside, the school. The plans must 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.
    - 4.1.4 The Principal will ensure that all occasional staff members are made aware of lockdown plans.
    - 4.1.5 The Principal will call 911, then announce a lockdown (unless the police are already involved) and stay on the line to provide necessary information. The Principal will contact their Superintendent of Education and the Manager of Communications and Community Relations as soon as possible.
    - 4.1.6 Once police deem the situation safe, the principal will cancel the lockdown by making an “all clear” announcement.
    - 4.1.7 The Principal will de-brief with staff and students as soon as possible after a lockdown has been initiated. The principal will contact the Safe and Inclusive Schools Lead for consideration of involving the Traumatic Events Response Team.
    - 4.1.8 The Principal, in consultation with the Manager of Communications and Community Relations, and at the direction of the police, may release a communication to parents about the event.
    - 4.1.9 After a school security protocol has been employed, a report of the event will be prepared by the Principal and submitted to their Superintendent of Education. Unless otherwise indicated, an email report will suffice.

#### 4.2 Hold and Secure

- 4.2.1 Each Hold and Secure plan must consider students and staff inside, as well as those outside, the school. The plans must 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.
- 4.2.2 The Principal will ensure that all occasional staff members are made aware of Hold and Secure plans.
- 4.2.3 The Principal will call 911, then announce a Hold and Secure (unless the police, fire department and/or emergency medical services are already involved) and stay on the line to provide information requested. The Principal will contact their Superintendent of Education and the Manager of Communications and Community Relations as soon as possible.
- 4.2.4 The Principal will de-brief with staff and students as soon as possible after a Hold and Secure has been initiated. The Principal will contact the Safe and Inclusive Schools Lead for consideration of involving the Traumatic Events Response Team.
- 4.2.5 The Principal, in consultation with the Manager of Communications and Community Relations, and at the direction of the police, fire department and/or emergency medical services, may create a communication to parents about the event.
- 4.2.6 After a Hold and Secure has been employed, a summary of the event will be prepared by the Principal and submitted to the Family of Schools Superintendent of Education. Unless otherwise indicated, an email report will suffice.

#### 4.3 Shelter in Place

- 4.3.1 Each Shelter in Place plan must consider students and staff inside, as well as those outside, the school. The plans must 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.
- 4.3.2 The Principal will ensure that all occasional staff members are made aware of Shelter in Place plans.
- 4.3.3 The Principal will call 911, then announce a Shelter in Place (unless the police, fire department and/or emergency medical services are already involved) and stay on the line to provide information requested. The Principal will contact the Family of Schools Superintendent of Education and the Manager of Communications and Community Relations as soon as possible.
- 4.3.4 The Principal will de-brief with staff and students as soon as possible after a Shelter in Place has been initiated. The Principal will contact the Safe and Inclusive Schools Lead for consideration of involving the Traumatic Events Response Team.
- 4.3.5 The Principal, in consultation with the Manager of Communications and Community Relations, and at the direction of the police, fire department and/or emergency medical services, may create a communication to parents about the event.
- 4.3.6 After a Shelter in Place has been employed, a report of the event will be prepared by the Principal and submitted to the Family of Schools

Superintendent of Education. Unless otherwise indicated, an email report will suffice.

#### 4.4 **Evacuation**

- 4.4.1 Each school must establish two evacuation sites, one on school premises and one off-premises. Use of either site would depend on the emergency at hand. The off-premises evacuation site must be within reasonably easy walking distance of the school by all students.
- 4.4.2 The principal must confirm annually the off-premises evacuation site. This location must be included on the school's emergency contact list.
- 4.4.3 Attendance must be taken before and after any evacuation.
- 4.4.4 Decisions to begin or end an evacuation must be made in consultation with police.
- 4.4.5 Each evacuation plan must consider students and staff inside, as well as those outside, the school. The plan must include a process for dealing with situations where classes are in progress and at break. The plan 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.
- 4.4.6 The Principal will ensure that all occasional staff members are made aware of evacuation plans.
- 4.4.7 The Principal will call 911 (unless the police, fire department and/or emergency medical services are already involved), then announce an evacuation. The Principal will contact their Superintendent of Education and the Manager of Communications and Community Relations as soon as possible.
- 4.4.8 If returning to the school is not possible by the end of the school day, the Principal will contact the Manager of Transportation to arrange bussing from the evacuation site. Parents will be advised of the dismissal arrangements.
- 4.4.9 The Principal will de-brief with staff and students at both the school and evacuation site as soon as possible after an evacuation has been initiated. The principal will contact the Safe and Inclusive Schools Lead for consideration of involving the Traumatic Events Response Team.
- 4.4.10 The Principal, in consultation with the Manager of Communications and Community Relations, and at the direction of the police, fire department and emergency medical services, may create a communication to parents about the event.
- 4.4.11 After an evacuation has been employed, a summary of the event will be prepared by the Principal and submitted to the Family of Schools Superintendent of Education. Unless otherwise indicated, an email report will suffice.

#### 5.0 **Recovery**

- 5.1 Every emergency response has the potential to impact a school community in significant ways. Each response will be considered through the lens of the Traumatic Events System Model, supports being provided as necessary. (see Traumatic Events Response Resource Guide on Grand Erie website)

## Appendix A

## SITE PREPAREDNESS PLAN

1. School Response Team: List the names of the members and provide their cellphone numbers.
2. Emergency contacts: List all Board personnel and community members who would be involved in the event of an emergency at your site. Provide the name of their organization and a contact phone number.
3. Staff and students requiring supports during emergencies: List all students and staff who must receive accommodations during an emergency. Provide a brief outline of the support plan for each person.
4. Evacuation procedures: The Principal will ensure that all learning spaces in the school have evacuation directions posted, and that evacuation procedures have been shared with students and staff and practised.
5. Occasional staff and Board support personnel: The Principal will outline how occasional staff and Board support personnel are made aware of the school's emergency responses.
6. Evacuation Kit: The Principal will outline the plan for storing and retrieving the evacuation kit.
7. Evacuation Site: The Principal will indicate the location of the off-premises evacuation site, along with the contact person at that site and their phone number.
8. Superintendent of Education and Manager of Communications and Community Relations: The Principal will provide the name and cellphone number of the Family of Schools Superintendent of Education and the Manager of Communications and Community Relations, as well as a list of the other Superintendents of Education, in the event that their Superintendent is unavailable.
9. The site preparedness plan should consider the unique characteristics of the site. Examples include, but are not limited to, physical location, topography, sightlines, glassed-in areas.

## Appendix A-1

**SCHOOL:** Click or tap here to enter text.

**School Response Team:**

Name	Cell

**Emergency Contacts:**

Police Services Non-Emergency	
Child Welfare Agency	
Crisis Support Services	
Victims Services	
School Social Worker	
Safe and Inclusive Schools Lead	
Mental Health and Well-Being Lead	
Manager of Communications &Community Relations	
Family of Schools Superintendent	

Staff and students requiring supports during emergencies:

Click or tap here to enter text.

Evacuation procedures:

Click or tap here to enter text.

Occasional staff and Board support personnel:

Click or tap here to enter text.

Evacuation Kit:

Click or tap here to enter text.

Evacuation Site:

1. Location: Click or tap here to enter text.
2. Contact Person and Phone Number: Click or tap here to enter text.

The Site preparedness plan should consider the unique characteristics of the site.

Other Factors to Consider: Click or tap here to enter text.

## Appendix B

**BOMB THREATS****Bomb Threat Procedures:**

1. Bomb threats are always to be taken seriously; treat as genuine until established otherwise.
2. Remain calm.
3. Bomb threats to schools could be received in different ways, most commonly telephone or online.
4. It is important to collect all available information in order to help determine the motivation of the threat maker and the subsequent action. If threat is made by telephone, use Bomb Threat Telephone Card, which is kept beside each telephone in the office.
5. Notify the Principal immediately.
6. General evacuation is not initially recommended. The decision to evacuate lies with the Principal after collection of available information.
7. Consultation with the police is required.

**Roles****Principal**

1. Call police.
2. Ensure that all outside doors are locked.
3. Call for an immediate visual search to be conducted by employees in the building.
4. As soon as possible, contact their Superintendent of Education (or if unavailable, another Superintendent of Education) and the Manager of Communications and Community Relations.

**Superintendent of Education**

1. Support principal as needed.
2. Acknowledge and review summary report of incident.

**Staff**

1. Conduct a visual search of immediate, familiar work areas. Each school plan will include the search of unoccupied areas.
2. Report back to Principal as soon as possible.



## Visual Searches

LOOK FOR	FIND A SUSPICIOUS OBJECT
<ul style="list-style-type: none"><li>• something that should not be there</li><li>• signs of forced entry</li><li>• object similar to description in bomb threat</li><li>• object suspicious in size, shape, labeling, or location</li><li>• presence of tape, wire or explosive wrappings</li><li>• signs of tampering with electrical installations</li></ul>	<ul style="list-style-type: none"><li>• DO NOT approach a suspicious object or disturb it in any way.</li><li>• Clear everyone from immediate area (including floors above and below).</li><li>• Notify Principal.</li><li>• DO NOT be heroic.</li></ul>

### **If a Suspicious Object IS NOT found:**

The Principal will:

- After police consultation, communicate an all-clear to staff and that no further action is required.
- Inform the Superintendent of Education (or, if unavailable, another Superintendent of Education) and the Manager of Communications and Community Relations.

### **If a Suspicious Object IS found**

The Principal will:

- Consult with Police and then use fire alarm to signal evacuation.
- Follow 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.
- Students and school personnel will return to the school building on the direction of
  - the Principal, after consultation with the police. During rental use, the custodian on duty, in consultation with the Facilities Services Manager, will provide direction to rental users regarding return to the building.
- After an evacuation has been concluded, a summary of the event will be prepared by the Principal and submitted to the Family of Schools Superintendent of Education. Unless otherwise indicated, an email report will suffice.

## Appendix B-1

**BOMB THREAT TELEPHONE PROCEDURES**

It is useful to gather as much information as possible from a telephone caller uttering a bomb threat.

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

Considerations for the telephone operator:

- Did the caller sound familiar?
- Was there anything distinct about the caller's voice?
- Were there any identifiable background noises?
- What was the exact wording of the threat?

The following questions should be asked of the caller:

- Who are you?
- Did you place the bomb?
- When is the bomb going to explode?
- Where is the bomb right now?
- What does the bomb look like?
- What kind of bomb is it?
- What will cause the bomb to explode?

## Appendix B-2

# 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"><li><input type="checkbox"/> something that should not be there</li><li><input type="checkbox"/> signs of forced entry</li><li><input type="checkbox"/> object(s) similar to description in threat</li><li><input type="checkbox"/> object(s) suspicious in size, shape, labeling, location, volume</li><li><input type="checkbox"/> presence of tape, wire, or explosive wrappings</li><li><input type="checkbox"/> signs of tampering with electrical installations</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> DO NOT touch a suspicious object.</li><li><input type="checkbox"/> DO NOT place anything over a suspicious object.</li><li><input type="checkbox"/> DO NOT approach a suspicious object or disturb it in any or approach.</li><li><input type="checkbox"/> Clear everyone from the immediate area (including floors above and below).</li><li><input type="checkbox"/> Notify the Principal.</li><li><input type="checkbox"/> DO NOT be heroic.</li></ul>

## Appendix C

## TORNADOES

Tornado Procedures

Rationale: Given the unpredictable nature of tornadoes, staff and students need to be made aware in advance of what action should be taken if a tornado occurs in the vicinity of the school.

Each Principal has the responsibility of developing a tornado awareness plan 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.

Tornado Awareness Plans

A Tornado Awareness Plan must include:

- an emergency kit with flashlights and communication devices required for the site (bullhorns, walkie talkies, cellphones);
- a binder in the main office with a complete set of class lists;
- 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);
- knowing how to get up-to-date weather information
- knowing the name of your forecast region and your county;
- provisions for the quick movement of students requiring supports;
- established routes to safer locations in the school
- provisions for communicating with staff, students, and others on the school property for the purpose of getting them into the building;
- preparing or reviewing your plan of action in the event of severe weather.

Definitions

- i) A **severe weather watch** means the conditions exist for the development of severe weather in the vicinity. The following actions shall be taken:
  - Monitor local radio stations, online weather sites and appropriate weather apps. Be prepared for further action in case a **warning** is issued.
  - Inform staff of the weather status.
- ii) A **tornado warning** means a tornado has been reported in the vicinity or is imminent. An alert will be issued by Environment Canada through Alert Ready. The following action shall be taken:
  - The principal will initiate tornado emergency procedures.
  - 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.

## Appendix C-1

### PROCEDURES TO BE REVIEWED WITH STAFF AND STUDENTS

#### **When a tornado threatens:**

- Stay away from windows, doors and outside walls.
- For maximum safety, try to reach the centre of the building or the side away from the storm. Teachers must 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.
- Teachers are to carry a copy of the class list with them and keep their classes together.
- Close all doors behind you as you move toward the centre of the building. If possible, open windows in classrooms.
- 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.
- 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.
- Outside classes and any other persons outside need to come into the school building.
- Do not remain in your car or school bus or try to outrace the tornado.
- Don't board busses.
- If no shelter can be found, hang on to the base of a small tree or shrub.

#### **After the tornado:**

Extraordinary dangers may exist after a severe storm is over.

- 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.
- Beware of dangling tree limbs, and of buildings which have been weakened by the storm and could collapse. Bridges may also be weakened.
- Unless you are requested or qualified to give help, stay out of damaged areas.
- Drive only if necessary and stay out of the way of emergency vehicles and rescue workers.
- Leave the school land-line telephones open for official/emergency use.
- Continue to monitor weather.
- De-brief with staff and students.
- The Principal will prepare a report for submission to the Superintendent of Education outlining damage to the school and the effectiveness of the school's tornado plan.

## Appendix D

## EMERGENCY RESPONSE

