The Halton Regional Police School Protocol between the Halton Catholic District School Board, the Halton District School Board, Provincial Schools Branch and Private Schools in Halton Region
Foreword:

This document has been revised to reflect the latest Ministry updates (September 2015) regarding Bomb Threat Procedures, Lockdown procedure, mandatory Police reporting, and updates on threat awareness and management.

The numbering sequence is similar to the Provincial Guideline document for future updates. It also reinforces the importance of implementing violence-prevention strategies to create and maintain safe and healthy schools.

Through mutual respectful partnerships, joint goals and objectives can be achieved while sharing information judiciously with the goal of enhancing school and public safety.

Source: Provincial Model for a Local Police/School Board Protocol – Ministry of Community Safety and Correctional Services September 2015
## Contents

1. Purpose of This Document ................................................................. 5
2. Statement of Principles ....................................................................... 7
3. Introduction ......................................................................................... 8
4. Role and Mandate of Police Services .................................................. 9
5. Role and Mandate of School Boards .................................................... 9
6. Definitions/Explanations of Terms ....................................................... 11
7. A Coordinated Approach to Violence Prevention ................................. 11
8. Occurrences Requiring Police Response ............................................. 12
   8.1 Mandatory Reporting to Police ..................................................... 12
   8.2 Reporting a Vulnerable Missing Child .......................................... 13
   8.3 Discretionary Reporting to Police ................................................ 13
   8.4 Police Notification to Schools of Police Activity ............................. 14
9. Information Sharing and Disclosure .................................................... 14
   9.1 Youth Criminal Justice Act (YCJA) .............................................. 14
   9.2 Freedom of Information and Protection of Privacy ....................... 15
   9.3 Personal Information Protection and Electronic Documents Act ........ 15
   9.4 The Ontario Student Record ..................................................... 16
   9.5 Information and Privacy Commissioner of Ontario ....................... 17
   9.6 Office of the Provincial Advocate for Children and Youth (Ernest C. Drury School for the Deaf) .......................................................... 17
   9.7 Child and Family Services Act (CFSA) ......................................... 17
   9.8 Students with Release or Probation Conditions ............................. 18
   9.9 Use of Video Cameras and Evidence for Police ............................. 18
10. School Procedures for Reporting to Police ......................................... 18
11. Initial Police Contact ......................................................................... 19
12. School and Police Investigations ....................................................... 20
   12.1 Legal Rights .............................................................................. 21
   12.2 Search and Seizure .................................................................... 22
   12.3 Seizure of Illegal Drugs ............................................................. 23
   12.4 Seizure of Weapons or Other Evidence ...................................... 23
   12.5 Detainment and Arrest .............................................................. 24
   12.6 Right to Counsel ........................................................................ 25
   12.7 Arrest and/or Detention-Off School Property during School Hours .... 26
   12.8 Supports for Victims ................................................................... 26
   12.9 Student Interactions: Sexual Misconduct/Assault .......................... 26
   12.9.1 The Police, upon the request of the school, student or parents shall investigate any allegations that an assault has occurred ........................................ 27
13. Police Interviews of Students ............................................................. 28
   13.1 Notification of Parents .................................................................. 29
   13.2 Preparation for Interviews ........................................................... 30
   13.3 Conduct during Interviews .......................................................... 30
14. Reporting of Children in Need of Protection ....................................... 31
   14.1 Who Must Report ....................................................................... 31
   14.2 Ongoing Duty to Report .............................................................. 31
   14.3 Duty to Report Directly .................................................................. 31
14.4 Failure to Report

15. Investigations and Students with Special Needs

16. Occurrences Involving Students under Age 12

17. School Board Communication Strategy

18. Protocol Review Process

19. Physical Safety Issues

20. Threat Management/Awareness Services

20.1 Each school board will commit to developing its own policy and strategies that help prevent violence

20.2 Police will develop strategies that can help to prevent violence in schools

20.3 Violence Risk Threat Assessment

20.3.1 Police services and school boards recognize the need to work together in schools in order to prevent school violence:

21. Emergency Planning and Threats to School Safety

21.1 Lockdown Plan and Procedures

21.2 Bomb Threat Plan and Procedures

Mandatory Requirements

22. Training

23. Process for Reporting Failure to Follow Protocol

Appendix A – Definitions/Explanation of Terms

Appendix B – Vulnerable Student Questionnaire

Appendix C – Sample Letter for Police Use

Appendix D – Lockdown / Hold and Secure / Shelter in Place

Appendix E – Bomb Threat Procedures

   Bomb Threat intake check list

Appendix F – Role / Mandate of the CAS

Appendix G – Guide for Officers re: Section 146 Youth Criminal Justice Act Statements

Appendix H – Notification Flow Charts

Appendix I – Other Related Documents
1. Purpose of This Document

Safe, inclusive, and equitable school environments foster and support learning and the ongoing development of respect, responsibility, civility, and other positive behaviors and characteristics.

Police play a vital role in supporting and enhancing the efforts of schools, parents/guardians and other community partners to ensure that schools and their communities are safe places in which to learn, play and work. Police are essential partners in the prevention of crime and violence and in helping children and youth to avoid risks to safety.

In order to achieve this, the partners to this protocol acknowledge the importance of building the 40 Developmental Assets with our students. It is further understood that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviors, and the more likely they are to thrive. Safe, inclusive, and equitable school environments provide increased opportunities to support positive youth development.

This protocol enables Police and school board personnel to share a common understanding of each partner’s roles and responsibilities, as well as agreed-upon procedures and clearly delineated decision-making authority. This understanding depends on 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 behavior, and use of intervention and supports for those who are at risk of, or have already engaged in violent or antisocial behavior

- 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.

This protocol includes the twenty-two elements and mandatory requirements as directed by the Ministry of Education and the Ministry of Community Safety and Correctional Services.
The following legislation has also been considered in the development of this protocol:

- *Canadian Charter of Rights and Freedoms*
- *Ontario Human Rights Code*
- *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*
- *Freedom of Information and Protection of Privacy Act (FIPPA)*
- *Child and Family Services Act*
- *Personal Health Information Protection Act, 2004*
- *Education Act*
- *Youth Criminal Justice Act*
- *Criminal Code*
- *Police Services Act*
- *Provincial Offences Act* (specifically Part VI, “Young Offenders”).
- *The Accepting Schools Act*
- *Progressive Discipline and Safety in Schools Act*
- *Ontario’s Equity and Inclusive Education Strategy*
- *Victims Bill of Rights*
- *Occupational Health & Safety Act*
- *Fire Protection and Prevention Act*
2. **Statement of Principles**

- Safe, caring, inclusive, and equitable school environments foster and support learning, academic achievement, and the ongoing development of respect, responsibility, civility, and other positive behaviors and characteristics.

- Students, teachers, principals/vice-principals, school support personnel, parents/guardians, public health practitioners, Police and other members of the community play an essential role in the development and maintenance of safe, caring and equitable schools, and in the healthy development of all children and youth.

- Police exercise a vital role in supporting and enhancing the efforts of schools and their communities to be safe places in which to learn, play and to work, and are essential partners in the prevention of crime and violence.

- A common understanding of each partner’s roles and responsibilities, as well as agreed-upon procedures and clearly delineated decision-making authority, is necessary for all parties to promote respect and civility in the school environment. A shared understanding will ensure that the obligations and requirements of both the education and Police systems are met.

- Sharing and disclosure of information when necessary for prevention of risk to the safety of the public must be in accordance with privacy laws, including the *Freedom of Information and Protection of Privacy Act* (FIPPA) and the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA).

- All partners respect the fundamental rights of students, parents, teachers, staff and Police pertaining to disability, race, creed, ethnic origin, and other prohibited grounds of discrimination under the *Ontario Human Rights Code*.

- All parties recognize the need to support both rights and responsibilities.
3. Introduction

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/vice-principals, staff, parent(s)/guardian(s), and volunteers in schools
- to encourage constructive, ongoing, adaptive, and responsive partnerships between Police and the school community
- to promote joint consultation and partnerships between school boards and Police services on maintaining safe school environments
- to facilitate appropriate sharing and disclosure of information in accordance with privacy laws, including Freedom of Information and Protection of Privacy Act (FIPPA), and Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
- to ensure an equitable and consistent approach is followed in Halton school boards and schools, Halton Regional Police Service and Halton Children’s Aid Society
- to ensure that the obligations and requirements of the education system, Police system and Children’s Aid Society are met
- to promote dialogue and the establishment of effective relationships between school boards, schools, Police and Children’s Aid Society in Halton Region based on cooperation and shared understandings
- to address unique factors and/or considerations that may affect individual jurisdictions and to allow partners to negotiate service-delivery arrangements accordingly.

This document includes common principles upon which all Police/school board protocols must be based, and includes the key elements such protocols must include, as per the direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services. Further, this updated version includes new policy regarding bomb threat procedures (Appendix I); incorporates changes to the policy on lockdown procedures (Appendix D); updates information on threat awareness/management; and reflects an ever-increasing focus on the importance of implementing violence prevention strategies to create and maintain safe and healthy schools.
4. Role and Mandate of Police Services

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

Police services personnel are responsible for:

- engaging and working proactively in partnership with school officials to ensure the effectiveness of this protocol
- protecting public safety and preventing crime
- enforcing the Youth Criminal Justice Act, the Criminal Code, and other federal, provincial, and municipal legislation and related regulations
- upholding the duties legislated under section 42 of the Police Services Act
- assisting victims of crime
- conducting Police and criminal investigations
- assisting in the development of young people’s understanding of good citizenship
- promoting and fostering the prevention and reduction of crime or anti-social behavior, both against and committed by young people
- providing information on community safety issues
- develop opportunities to build positive relationships with youth
- working in partnership with other government and community-based organizations to support positive youth development.
- to ensure a consistent approach in the way in which Police respond to school related occurrences
- to facilitate appropriate and lawful sharing and disclosure of information
- to provide an effective and timely response to incidents when they occur that respects the rights of victims and witnesses

5. Role and Mandate of School Boards

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

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

In order to support safe, caring and secure schools, school boards, principals, teachers, school staff and community partners shall:
• clearly explain the Board’s Code of Conduct to the school community regarding discipline with respect to behaviors taking place at school and outside of school that have a negative impact on school climate
• engage and work proactively in partnership with Police officials to ensure the effectiveness of this protocol
• ensuring that all staff, including occasional, pat-time, or iterant 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 D)
• comply with the requirements related to the duties of principals/vice-principals, teachers, all employees and transportation providers under the Education Act and regulations
• consider the roles and responsibilities of the principal/vice-principal in conducting investigations of incidents for which suspension or expulsion must be considered under the Education Act, including the responsibility to take mitigating and other factors into account, as set out in Ontario Regulation 472/07, Behavior, Discipline and Safety of Pupils. Note that provincial schools must also take into account provisions for dismissals under Regulation 296, Ontario Schools for the Blind and the Deaf
• 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
• ensure that resources (e.g. on drug awareness, bullying prevention and intervention) 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 staff with opportunities to acquire the skills necessary to promote safe, caring, equitable, and inclusive school environment
• develop an effective mechanism to communicate this protocol to staff, students, parents, parent involvement committees (PICs), school councils, and Special Education Advisory Committees (S.E.A.C.’s)

There is a coordinated and multi-faceted approach on the part of schools, school boards and Police in an effort to promote positive behavior and prevent school violence. School boards and principals/vice-principals will develop, promote, and maintain strong partnerships with Police and seek to benefit from their support in the implementation of the school’s violence prevention policies, particularly where those policies pertain to addressing the risk factors associated with anti-social, gang-related or criminal behavior.

Schools will work in partnership with Police and other community agencies to develop frameworks and administer programs such as 40 Developmental Assets, peer mediation, mentoring, drug awareness and education, conflict resolution, Crime Stoppers, bullying prevention and intervention, and restorative practice. In a co-
operative relationship, Police will also offer support in a consulting role, to assist school personnel in determining appropriate action when dealing with violent behavior and Police investigations. Working from a crime prevention perspective, Police will play an important role in the school community, which presents extensive opportunities for employing the strategy of “Crime Prevention through Social Development” (CPSD).

6. Definitions / Explanations of Terms

A glossary of terms has been developed to create a common understanding. See Appendix A of this Protocol document.

7. A Coordinated Approach to Violence Prevention

7.1 The School Boards and the Police will implement a coordinated and multifaceted approach to promote positive behavior and prevent school violence. The Board’s Safe Schools liaison representatives will take the lead in working with the Commander of the Regional Community Mobilization Bureau and other Community Mobilization Officers as required in establishing effective and efficient programs to prevent school violence.

7.2 School Board superintendents, principals, and Police liaison contacts shall maintain strong partnerships to seek mutual support in implementing violence prevention policies and strategies. These strategies should address the risk factors associated with anti-social, gang related, and criminal behaviors.

7.3 Police will 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. School based Crime Stoppers programs are also encouraged along with access to substance abuse and housing services. The following link provides a guide to other social service providers: http://www.halton.ca/cms/One.aspx?pageId=93028

7.4 Aligning with the relatively new Ontario Community Mobilization and Engagement model, Police liaison officers need to work with school senior staff members (Principals and Vice Principals) on preventing victimization and violence through social development.
8. Occurrences Requiring Police Response

8.1 Mandatory Reporting to Police

Note: All of the below occurrences must be reported through the Police Communication Centre at 905-825-4777 Ext 5125 or 911 for Emergency Response. Further, mandatory Police reporting does not mean that Police will lay charges in every situation.

The following occurrences and/or infractions require mandatory reporting to Police when such occurrences and/or infractions happen at school, during school-related activities in or outside the school, or in other circumstances if the incident has a negative impact on school climate:

- All deaths
- Threats to school safety (including bomb threats or threat of a violent incident)
- Possessing a weapon
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Relationship-based violence
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Supplying of alcohol by an adult to a minor (under the age of 19)
- Possessing an illegal drug
- Criminal harassment
- Hate and/or bias-motivated occurrences
- Gang-related occurrences
- Extortion
- Possession of an explosive device (Fire Department also to be called by the School)
- Arson (Fire Department also to be called by the School Staff – for enrollment to their educational program)
- Reckless or dangerous use of a motor vehicle on school property
- Possession and electronic distribution of sexually explicit images of children (under the age of 18)
- Missing vulnerable child regardless of age, whose location is unknown, and where there is a degree of concern with regard to their safety or wellbeing
- Bomb Threats
- Non-consensual sharing of intimate images
- Uttering a threat to cause death and/or to inflict serious bodily harm on another person, including threats made on social networking sites, or through instant messaging, text messaging, e-mail, and so on. Consider the nature of the threat as it may be related to one of the mandatory offences, and therefore, must be reported. Activation of the Halton Community VTRA Protocol is mandatory.
8.2 Reporting a Vulnerable Missing Child

In all circumstances where a vulnerable child is discovered missing from school, the Police will be contacted immediately. The principal or vice-principal shall assign a knowledgeable staff member the responsibility of completing the Missing Vulnerable Student questionnaire (See Appendix B of this Protocol Document) and providing Police with information about the missing child. An electronic copy of the questionnaire is available to all partners. A physical description, clothing description, and a photograph (electronic if possible) are important to assist Police in seeking the support of the community and the media.

8.3 Discretionary Reporting to Police

Police response may also be needed in connection with the following types of incidents:

- Bullying and Cyber-Bullying
- Physical Assault
- Committing an act of vandalism to school or school property
- Student giving alcohol to a student (under 19)
- Being under the influence of alcohol or illegal drugs
- Trespassing incidents

Please note that the above occurrences must be reported through the Police Communication Centre at 905-825-4777 Ext 5125 or 911 for Emergency Response.

Principals/Vice-principals shall consider mitigating and other factors when deciding whether to call Police in discretionary situations. It is expected that all other school-related occurrences not specified in the protocol will be dealt with by the principal/vice-principal on a case-by-case basis and that Police will be notified at the principal’s/vice-principal’s discretion.

Both the Police and school administration/school staff may be involved in Restorative Practices, as appropriate. It is vitally important that, when appropriate, Restorative Practices be considered in order to increase the likelihood of repairing the harm that has been caused.

When criminal charges are anticipated or laid, Restorative Practices will not occur without prior consultation with the investigating officer.
8.4 Police Notification to Schools of Police Activity

All schools known to Police (including the respective Boards of Education Communications Office) shall receive all appropriate media releases and notifications involving Police activity in their area that may impact the safety and wellbeing of staff and students in their school’s area. It is the responsibility of all private schools to notify Police to ensure that they are known to Police and thereby able to receive this communication.

9. Information Sharing and 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, the Freedom of Information and Protection of Privacy Act, the Education Act, and the Child and Family Services Act). In situations where federal and provincial laws are in conflict with each other, the federal law takes precedence.

School boards, along with Police and other community partners (e.g., mental health agencies, Youth Justice Services, and other youth-focused agencies), are using various procedures and protocols to facilitate timely intervention in situations where a threat has been made or an individual is engaging in worrisome behavior. To facilitate the sharing of information and ensure compliance with freedom of information legislation, school boards’ notices of the collection of personal information should indicate that disclosure may occur for purposes of law enforcement, health, safety or discipline. The Ministry of Education issued a memo on March 11, 2011 to school boards providing sample notices of the collection and use of student personal information that could be used on student registration forms, web sites, and student planners. The memo is available on-line at http://cal2.edu.gov.on.ca/march11.html.

9.1 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 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 being 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 person 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.

9.2 Freedom of Information and Protection of Privacy

These pieces of legislation regulate the collection and disclosure of personal information that is not related to the YCJA Subsection 32(g) of M.F.I.P.P.A. and subsection 42(g) of FIPPA expressly permit a school board or provincial school to disclose confidential information to the Police to aid in an investigation undertaken with a view to where a law enforcement proceeding is likely to result.

9.3 Personal Information Protection and Electronic Documents Act

Under federal legislation, i.e. clauses 7(3) (c) and (c.1) of the Personal Information Protection and Electronic Documents Act (PIPEDA), personal information can be disclosed without knowledge or consent if the disclosure is:
• required to comply with a subpoena or warrant issued or an order made by a court, person or body with jurisdiction to compel the production of information, or to comply with rules of court relating to the production of records;
• made to a government institution or part of a government institution that has made a request for the information, identified its lawful authority to obtain the information and indicated that:
  (i) it suspects that the information relates to national security, the defense of Canada or the conduct of international affairs,
  (ii) the disclosure is requested for the purpose of enforcing any law of Canada, a province or a foreign jurisdiction, carrying out an investigation relating to the enforcement of any such law or gathering intelligence for the purpose of enforcing any such law, or
  (iii) The disclosure is requested for the purpose of administering any law of Canada or a province.

Note that the permissions under (c) and (d) extend to personal information in a student’s Ontario Student Record. For further details, see (e) below and refer to section 4 of the Ontario Student Record Guideline available on-line at http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html

9.4 The Ontario Student Record

The Ontario Student Record (OSR) is privileged information and for the use of supervisory officers, the principal/vice-principal and teachers of a school for the improvement of instruction of a student. Disclosure of its contents to the Police may be made in the following circumstances: (i) with the written permission of the parent or guardian of the student; (ii) where the student is an adult, with the written permission of the student; (iii) through a search warrant requiring the surrender of an OSR to the Police or through a subpoena or appropriate court order.

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.

In exigent circumstances, the Police can access a student’s OSR without a warrant, under section 487.11 of the Criminal Code. Privacy laws permit the disclosure of personal information in compelling circumstances. Examples cited include, but are not limited to, concerns arising about a possible suicide attempt; concerns about a student’s mental state and the possible risk of significant harm to the public; and concerns that a student may harm themselves or others.
9.5 Information and Privacy Commissioner of Ontario

Some useful resources for school administrators include:


* FAQ#10, Police Services, http://www.ipc.on.ca/English/Resources/Educational-Material/Educational-Material-Summary/?id=188

9.6 Office of the Provincial Advocate for Children and Youth (Ernest C. Drury School for the Deaf)

There may be occasions where the Provincial Advocate would be involved in situations between the Police and pupils of the provincial and demonstration schools.

Under the Provincial Advocate for Children and Youth Act, 2007, the Provincial Advocate provides advocacy to children who are pupils of provincial schools for the deaf, schools for the blind or demonstration schools under section 13 of the Education Act. In this respect, the Advocate receives and responds to complaints from children who are pupils of these schools and uses informal methods to resolve those complaints.

9.7 Child and Family Services Act (CFSA)

All school personnel and Police are required and have an ongoing duty to report children who are suspected to be in need of protection to the Children’s Aid Society (CAS) as per board guidelines as directed by subsection 72 (1) of the CFSA.

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.
9.8 Students with Release or Probation Conditions

In cases of students who are registered at a school that are on probation, or who have been released from Police custody or released on bail with conditions that are relevant to the school environment, school administrators shall be informed of such conditions especially as they relate to the potential safety of staff and students. This includes school attendance and orders to “not associate” with certain students at the school.

9.9 Use of Video Cameras and Evidence for Police

The Halton Regional Police Service shall use a standardized form approved by the Board(s) to obtain video evidence for each occurrence. The form will be completed by the investigating officer and will be sent to each respective Board’s Information Officer or other designated authority.

Note that in exigent circumstances School staff may provide copies of video images to Police. Exigent circumstances include but are not limited to missing vulnerable students and situations involving the threat of violence.

10. School Procedures for Reporting to Police

In emergency circumstances, reporting to Police shall be done through 911.

In non-emergency situations that require Police involvement, school staff should report the matter to the school principal/vice-principal, who will initiate Police contact.

The following telephone numbers are available for non-emergency situations:

- Halton Regional Police (905) 825-4777 Ext. 5155
  (905) 878-5511
  TTY 1-800-990-8199

Note: Although some school staff members have more direct methods of communicating with School Liaison Officers (texting BBM etc.), it must be understood that if a School Liaison Officer is not physically at the school the matter must be reported through to the HRPS Communications Bureau. This is for tracking purposes only and is not meant to preclude informal discussion and/or consultation on various matters with a school liaison officer. In some cases after an informal discussion the School Liaison Officer may indicate that they will notify communications of a pending occurrence. School staff should make a note of this arrangement.
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?
- Is anyone injured and what are the injuries?
- Who and where is the caller?
- Are there any weapons involved? What type? Where are the weapons now and who has them?
- Who is involved (including names, dates of birth if available)?
- How many people are involved?
- When did the event take place?

### 11. Initial Police Contact

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

Except in exigent circumstances, the officer is normally required to take the following steps:

- Report to the Principal/Vice Principal (or designate), providing proper identification;
- Explain the purpose of the visit, and plan with the principal/vice-principal on how to proceed
- Consider alternatives that limit the disruption to the school day
- Obtain information from the Principal/Vice Principal (or designate) about the student (e.g., regarding accommodation of special needs or barriers to communication) before making contact with the student
- Contact, or make arrangements with the Principal/Vice Principal (or designate) to contact, parents/guardians of students under the age of 18

Where a Principal or Vice Principal is under investigation, Police shall contact the Superintendent of Education or equivalent
12. School and Police Investigations

In exigent circumstances, upon arrival Police may advise principals/vice principals against exercising their legislated responsibility to speak with students, regardless of whether they are an accused, victim or witness.

While it is important that the principal/vice principal not do anything to prejudice the Police investigation, it is also important that the Police recognize and respect the obligations of principals and vice principals under the Education Act. Under section 310(1) of that Act, a principal shall suspend for the infractions listed, and may recommend expulsion to the Discipline Committee of the school board. Principals have a legislated responsibility under the Education Act to conduct investigations related to suspensions and expulsions. These investigations require that principals interview involved students and/or staff.

The 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 or Vice Principal that may be relevant to that decision.

In the event that school staff are taking a statement while conducting an internal investigation and determine that ANY criminal offence (e.g., sexual assault, attempt murder, weapons offences, drug trafficking, robbery) has been committed, they shall discontinue the statement and notify Police immediately, ensure the involved students are separated, and refrain from further statements. Any statement(s) taken shall then be turned over to Police for purposes of an investigation, if requested. Principals and vice principals should also be aware that any contact they have with students, after a Police investigation has been initiated, may place them in a position of becoming a witness in a criminal proceeding.

If a student is under 18 years of age, parents/guardians must be contacted immediately and notified that Police have been contacted unless directed otherwise by Police.

There are situations, for example, sexual assault investigations, where Police may ask principals and vice principals not to interview or re-interview victims, suspects or witnesses. When Police conduct an investigation, they can generally provide a verbal account of the investigation to the Principal/Vice Principal. Consultation and communication with the investigating must occur before a principal proceeds with an interview in a criminal matter. This is strictly for the purpose of school discipline and/or expulsion.
Principals and vice principals may make notes regarding the information and use those notes as part of their investigation. Principals and vice principal who interview students who are part of a criminal investigation, however, may become witnesses in court proceedings. Notes taken by the principal during interviews with students may be subpoenaed.

Prior to interviewing students previously interviewed by Police, the Principal/Vice Principal (or designate) will first discuss their intention to interview involved students and staff with the Police. This will minimize the possibility of jeopardizing a Police investigation or subsequent court proceedings.

If further clarification is required, school staff should consult with their respective Safe Schools staff and/or superintendent.

Police investigations should be undertaken in accordance with the Halton Regional Police Criminal Investigation Management Plan (HRPS Policy # INV 021) and, where required, with the Ontario Major Case Management Manual.

The Principal or Vice Principal shall 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 and principals will work together to ensure that the requirements of the Education Act are fulfilled and that the integrity of criminal investigations are maintained.**

The Police shall endeavor to work within these logistical considerations in order to minimize the disruption to the school.

**When Police conduct an investigation, they can generally provide a verbal account of the investigation to the Principal.**

### 12.1 Legal Rights

In the investigation of school-related incidents where a young person is a suspect, particular attention should be given by the Principal or Vice 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*)
12.2 Search and 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 or Vice 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.

<table>
<thead>
<tr>
<th>At the commencement of each school term, principals shall provide notice of the right and authority of the school to search school property such as lockers, desks, etc. without notice to or permission of any person in accordance with school board policies and procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal property such as knapsacks, purses, etc. may become subject to search in accordance with school board policies and procedures.</td>
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</tbody>
</table>

Police officers have the legal authority to enter and search a school without a warrant under exigent circumstances including, but not limited to:

- Weapons searches
- Explosives searches
- Drug searches
- To save lives
- To prevent the commission of an indictable offence
- To arrest a person wanted for an indictable offence
- Pursuant to assorted provincial statute provisions (e.g. *Liquor License Act, Highway Traffic Act, Mental Health Act, The Trespass to Property Act*), and the pursuit of a suspect

Police have legal authority (through statute and/or common law) to search individuals, including students for various reasons pre- and post-arrest.

Principals and vice principals will conduct searches under the authority of the *Education Act* in accordance with school board policies and procedures. If the Principal/Vice Principal has reason to believe there is a safety risk to the Principal/Vice Principal or others, the Police may be called to attend to ensure the safety of all parties. Unless circumstances merit, **Police cannot take part in the school’s search, nor shall Police provide any direction to the Principal or Vice Principal in relation to the school’s search.**

**Note:** In all circumstances, principals and vice principals should avoid any physical contact with students while conducting searches of their property. It is recommended that a principal/vice principal have an adult witness present when searching a
student’s personal belongings. Utmost care should be exercised to ensure that evidence is not contaminated and that the person conducting the search is not exposed to unnecessary risk.

**12.3. Seizure of Illegal Drugs**

Any drugs and/or paraphernalia seized by a principal or vice principal on or around school property must be minimally handled.

- Do not show or pass the drugs to other people
- Keep in original container/bag and handle minimally as it may be considered for forensic identification
- Place the drugs in a manila envelope or paper bag, seal, and initial over the seal
- Write the date, time, who you removed the drug from (if known), and your name on the envelope or paper bag
- Place a piece of tape over your initials and secure it in a locked vault, safe or secure cabinet where access is limited
- Contact Police regarding the seizure and ensure you have made notes pertaining to the seizure. It will be logged as a service call and the Police response time may vary according to the Halton School Liaison Officer’s or service member’s ability to respond

Police will continue to have discretion with respect to laying charges or diversion/extra-judicial measures.

**Any drug paraphernalia that is not part of a criminal proceeding can be destroyed and disposed of by the local school staff.**

**12.4 Seizure of Weapons or Other Evidence**

Any weapons or evidence of illegal activity other than drugs, found, located or seized by a Principal or Vice Principal on or around school property must be minimally handled.

- Do not show or pass the weapon or evidence to other people. These items can be secured until the Police can attend and take possession of these items.
- If the weapon is a firearm or a suspected explosive device, it must not be handled and Police must be called immediately.
12.5 Detainment and Arrest

The Police will, in the interest of school safety and morale, consider alternatives to making an arrest on school property, where and when possible. When it is necessary, however, to arrest a student during school hours, the Police will attempt to conduct the arrest in a manner that is least disruptive to school routines.

When a student is arrested on school property, during school hours, the Police will contact the Principal/Vice Principal or designate to arrange access to the student in a private location where possible. There may be certain circumstances where this may not be feasible given the nature of the crime, or when the safety of the staff and/or students is jeopardized. In those cases, access to the student shall not be denied.

When making an arrest, Police officers shall:

- Identify themselves as Police officers
- Inform the person that they are under arrest
- Inform the person of the reason for the arrest
- Take physical control of the person
- Inform the person of the right to counsel, including the existence and availability of Duty Counsel and free legal advice (Legal Aid)
- Ensure that the person understands the right to counsel
- Search the person
- Place the person in handcuffs using the approved manner

Where investigations result in detainment or arrest, the Police and the Principal/Vice Principal or designate should pay particular attention to the following procedures and responsibilities:

- Procedures to be followed in the detainment and/or arrest of suspects, in accordance with the Ministry of Community Safety and Correctional Services’ Guideline LE-005 on arrest and the Youth Criminal Justice Act
- Roles and responsibilities of Police and school personnel in the event of a suspect being arrested or detained on school property
- Legal grounds for Police to demand entry (e.g., for weapon and drug searches, to arrest a person wanted for an indictable offence, or to save lives), and
- Requirements to be followed under the Youth Criminal Justice Act when a young person is arrested and detained, including who is responsible for discharging specific obligations (e.g., the notification of parents under s. 26 of the Act)
12.6 Right to Counsel

Section 25(1) of the YCJA: A young person has the right to retain and instruct counsel without delay, and to exercise that right personally, at any stage of proceedings against the young person and before and during any consideration of whether, instead of starting or continuing judicial proceedings against the young person under this Act, to use an extrajudicial sanction to deal with the young person.

Arresting officers must advise young persons of their right to counsel:

(2) Every young person who is arrested or detained shall, on being arrested or detained, be advised without delay by the arresting officer or the officer in charge, as the case may be, of the right to retain and instruct counsel, and be given an opportunity to obtain counsel.

The Principal/Vice Principal (or designate) shall attempt to contact the parent(s)/guardian(s) to inform them that their child has been arrested by the Police, unless directed otherwise by Police. (See notes below)

If the Principal/Vice Principal (or designate) is unable to contact the parent(s)/guardian(s) within a reasonable amount of time, the Principal or Vice Principal shall request that the Police take the student to the Police station to obtain a statement.

If the student is removed from the school, the Principal/Vice Principal (or designate) shall notify the parent(s)/guardian(s) as soon as possible.

If circumstances indicate that the interview needs to be held at the school, the Principal/Vice Principal (or designate) shall be present during the interview provided the student agrees to their attendance.

It is the role of the Police on arrest, in accordance with Halton Regional Police Service Policies and Procedures, to do the following:

- Contact the parent(s) or legal guardian(s) to advise them that an arrest may be made and a charge may follow
- Ensure the student is informed of his/her rights, cautioned and placed under arrest
- Principal/Vice Principal shall consult with the superintendent of schools or the superintendent responsible for Safe Schools regarding the appropriate disciplinary action to be taken on behalf of the school board.

Note: Students 18 years of age and older are considered to be adults. The Principal/Vice Principal (or designate) shall not contact the parent(s) or guardian(s) of an adult student.

Note: The Principal/Vice Principal (or designate) shall not contact the parent(s) or guardian(s) of students who are 16 or 17 years of age and who have withdrawn from parental control, without the student’s permission.
12.7 Arrest and/or Detention-Off School Property during School Hours

If an arrest or detention occurs off-school property during school hours the arresting officer shall notify the school Principal or Vice Principal or designate as soon as possible during school hours.

12.8 Supports for Victims

Where appropriate, Police shall contact Victim Services to provide support and assistance to victims.

School staff shall refer to their board policies and procedures, where available, regarding the appropriate support to victims and others involved who have been harmed as a result of an activity for which suspension or expulsion must be considered.

The following link provides a list of contact information for youth support organizations in Halton region: www.halton.ca/common/pages/UserFile.aspx?fileId=18433.

12.9 Student Interactions: Sexual Misconduct / Sexual Assault

Every situation involving sexual misconduct must be dealt with on its own merits balancing the rights and responsibilities of all involved parties. This Protocol provides guidance to principals and vice principals when dealing with allegations of sexual assault or sexual misconduct between students.

While all sexual assaults are serious offences, differing considerations and responses are necessary dependent on the specific factors that arise in each situation. With this in mind, incidents of alleged historic sexual assaults or allegations of sexual misconduct (touching, verbal abuse or threats) as highlighted below may be dealt with through consultation with the Halton Regional Police.

- the body part touched
- the nature of the contact
- the situation in which it occurred
- any words or gestures accompanying the contact, including any threats
- the accused person’s intent or purpose, including the presence or absence of elements of sexual gratification
- all other circumstances surrounding the conduct.
Serious incidents require immediate Police and other Emergency Services Personnel response. These significant sexual assaults may present themselves in some of the following manners:

- victim found on school property unconscious, injured
- obvious signs of violence, injury sustained
- incident occurred recently
- victim in emotional distress
- Suspect a stranger, risk of flight
- Suspect known, risk of flight
- Possibility of continuation or repetition of offence
- Delay may result in lost evidence of crime

**In all cases of significant sexual assault, Police shall be immediately contacted by calling 9 1 1.**

Police Communications will dispatch appropriate emergency responders (Police, Fire, and EMS, as necessary) and will alert the Detective Sergeant in charge of the CASA unit who will coordinate appropriate CASA staff response.

**12.9.1 The Police, upon the request of the school, student or Parents/guardians, shall investigate any allegations that a sexual assault has occurred.**

In the event that the investigation reveals that a sexual assault has taken place, the Police will advise the Principal/Vice Principal (or designate) as soon as possible and as permitted by law. In the case of a significant sexual assault, Police will respond and investigate pursuant to Halton Regional Police Service’s Policies and Procedures for the Investigation of Sexual Assaults.
13. Police Interviews of Students

Except in exigent circumstances, when the Police interview students on school premises the following procedures will be followed in relation to Police interviews of students:

- **Police will act in a manner that respects the dignity of the student and minimizes disruption to the school when it is necessary to interview, search, or arrest a student at school during school hours**
- **Police are required to conduct interviews related to criminal investigations of incidents that involve students as alleged perpetrators, victims, or witnesses. Any person who may have information related to the incident may be interviewed by Police**
- **If an interview is to take place on school premises, the Principal/Vice Principal (or designate) must make best efforts to contact parents/guardians as soon as possible before the interview, and document such attempts**
- **Where the parent/guardian refuses the request for an interview to commence at school, Police will conduct the interview off of school property**
- **A parent/guardian, third-party adult, or the Principal/Vice Principal (or designate) if no alternative is available, must be present when students under the age of 18 are being interviewed at school (but see below). If the Police and the CAS are conducting the investigation jointly, then there is no requirement for the Principal or Vice Principal to be present**
- **Where a student aged 12 to 17 waives the right to have an adult present at the interview, the Police and the Principal/Vice Principal (or designate) must consider the most appropriate location for conducting the interview, and take steps to ensure that the student’s rights are respected during the interview**
- **School personnel shall assist Police in making the required preparations (e.g., securing a quiet room and establishing a time for the interview)**
- **Police must consult with the Principal or Vice Principal to consider alternatives for conducting interviews at a location other than the school**
- **When taking statements from accused youth, Police will follow the Guide to Officers for Section 146 Youth Criminal Justice Act Statements**
- **If a Principal/Vice Principal (or designate) is present, with the consent of the victim and/or parents/guardians he or she can take notes for their own investigation during the interview. However, they may be required to disclose those notes and appear in court as a witness**
- **During and at the conclusion of a Police investigation, the investigating officer will update the Principal or designate as to the results of the Police investigation. Where charges are deemed inappropriate the officer will consult with the Principal or designate to determine the optimum resolution**

**Note:** If a victim or witness is over 18, and has diminished mental capacity, the Police will accommodate for the interview process.
13.1 Notification of Parents

Except in exigent circumstances, it is the Principal’s/Vice Principal’s (or designate’s) responsibility to contact parents/guardians of:

- Victims who have been harmed as the result of an activity for which suspension or expulsion must be considered, unless, in the opinion of the Principal/Vice Principal (or designated), notification of the parents would put the student at risk of being harmed by the parents. If that is the case, the parents must not be contacted (*Education Act*, s. 300.3 (3))
- Students receiving a suspension (*Education Act*, s. 311);
- All other students being interviewed by Police during an investigation, except:
  - if the Principal or Vice Principal is otherwise directed by Police because of exigent circumstances or where the Police believe the parent may be implicated
  - if the student is 18 years of age or older (unless the student consents to or requests such contact or is incapable of providing consent), or
  - if the student is 16 or 17 years of age and has withdrawn from parental control (unless the student consents to or requests such contact or is incapable of providing consent).

If the Children’s Aid Society (CAS) is involved, CAS and Police officials shall discuss and come to an agreement with the Principal or Vice Principal regarding the timing and procedure for notifying the parents. In subsequent actions, CAS, Police and the Principal or Vice Principal will continue to communicate about the investigation when permitted by law.

Unless otherwise directed by Police, the Principal or Vice Principal shall notify the parents/legal guardians of the student, in a timely manner, if the student is removed from school property.

When the Police remove students from school property for further investigation, the Police shall confirm, with the Principal or Vice Principal, the time and date of the notification to the parents/legal guardians of such students.

The onus is on the Police to advise the Principal or Vice Principal (or designate) if notification of the parents would endanger the student or the investigation. 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.

If a student is detained or arrested, the Police will notify his or her parents unless the student is 18 years of age or older. The parents should not be contacted if the Police determine that doing so may endanger the safety of the student or another person, or the integrity of an investigation. In such cases, the student will be advised that he or she may contact another adult person.
13.2 Preparation for Interviews

If the Police have a need to question a student on school property, the Police officer shall contact the Principal/Vice Principal (or designate) of the school in which the student is registered to advise the school officials of the nature of the visit and request a meeting with the student.

The Principal/Vice Principal (or designate) will assist the Police by providing a private location to minimize disruption to the school and prevent embarrassment where possible.

When preparing for interviews of students, the Police, in consultation with the Principal/Vice Principal or designate, shall:

- determine the best location for the interview. **If the incident is not related to the school and will have no impact on school safety, the Police generally should not conduct interviews at the school**
- evaluate the need for specialized resources where a student is known to have mental health needs or special education needs (see section 15 below)
- determine 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)

13.3 Conduct during Interviews

When conducting interviews of students:

- Police shall employ appropriate techniques for interviewing children, young persons, and students with special education needs
- Police shall follow the *Guide to Officers for Section 146 Youth Criminal Justice Act Statements*
- Police shall 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:
  - during Police interviews with students, an adult must 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)/guardian or another adult of the student’s choice present
  - involve the local Children’s Aid Society (CAS) in the interview process when an interview involves a child who may be in need of protection.
14. Reporting of Children in Need of Protection

If the alleged offender is not deemed to have been in a care-giving role to the victim, the investigation then falls within the Police mandate only. The applicable Children’s Aid Society will, however be notified if the alleged offender has access to any children. In the case of child who behaves in a sexual manner involving another child, the Principal/Vice Principal (or designate) must notify/consult with the Police who will notify CAS if warranted.

All phone calls should be directed to applicable CAS as it is the centralized screening unit for general inquiries of alleged abuse.

All school personnel and Police are required and have an ongoing duty to report children who are suspected to be in need of protection to the Children’s Aid Society (CAS) as directed by the CFSA s.72. Reports will be made in accordance with the law and with existing school board/CAS protocols and Police/CAS protocols.

14.1 Who Must Report

Section 72(1) of the Child and Family Services Act places an expectation that a person who performs professional or official duties with respect to children must report a child in need of protection. All school personnel have the duty to report when there are reasonable grounds to suspect that a child has suffered, or there is a risk that a child is likely to suffer abuse or neglect.

14.2 Ongoing Duty to Report

Section 72(2) of the Child and Family Services Act states that the duty to report is an ongoing obligation. If a person has made a previous report about a child and has additional reasonable grounds to suspect that a child is or may be in need of protection, that person must make a further report to the Children’s Aid Society.

14.3 Duty to Report Directly

Section 72(3) of the Child and Family Services Act states that the person who has the reasonable grounds to suspect that a child is or may be in need of protection must make the report directly to the Children’s Aid Society. The person must not rely on anyone else to report on his or her behalf. Often members of the public tell school board employees that they believe or suspect that a child may be abused, but don’t want to make the call to CAS themselves. The professional must advise the person of the duty to report and if not satisfied that a report has been made, the employee must make the call to CAS.
14.4 Failure to Report

Every person who performs professional or official duties with respect to children may be guilty of an offense if they contravene the Child and Family Services Act, subsections 72(1) or (2) by not reporting a suspicion, and the information on which it was based was obtained in the course of his or her professional duties.

Failure to report is an offense under the Child and Family Services Act. Any professional who fails to report his/her suspicion of a child who is or may be in need of protection is liable on conviction to a fine up to $1000.00. The decision to charge for failure to report shall be made by the Police or the Children’s Aid Society, upon receipt of the information related to a failure to report.

15. Investigations and Students with Special Needs

Principals and Vice principals have a duty to ensure that all members of the school community are able to work and learn in a safe, caring and equitable environment. However, in investigations that involve a student known to have special education needs, additional considerations and accommodations, where possible, must be taken into account by school personnel and Police.

If an investigation involves a person known to have special education needs and/or who may require alternative means of communications, the Principal or Vice Principal making the initial contact with Police shall identify those considerations to the Police. Special education needs shall be taken into account by the Police in the course of the investigation including, but not limited to, the conducting of interviews, the decision whether to notify a parent or guardian, and the determination of whether to lay charges.

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

- the responsibility of the school to communicate to the Police that a student is known to have special education needs or communication exceptionalities. 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.

- 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 students with special education needs, the Principal or Vice 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 behavior management plan or a safety plan.

**16. Occurrences Involving Students under Age 12**

Where children under the age of 12 are involved, principals and vice principals are expected to use their discretion in applying the rules outlined in section 7 for reporting incidents to the Police (i.e., Mandatory and Discretionary calls to the Police).

The *Education Act* does not differentiate by age. 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/Vice Principal is required to conduct an investigation of an incident for the purpose of school discipline for example, where a recommendation for suspension or expulsion may be required, regardless of the age of the students involved, and may contact Police as per policy of the board. The Principal/Vice Principal will 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.

When an incident involves a child under 12, Police have the authority to take reports, make referrals, conduct interviews and apprehend the child under the *Child and Family Services Act (CFSA)*.

**17. School Board Communication Strategy**

School boards and Police services will develop a communication plan to promote knowledge and understanding of the contents of the protocol as well as consistency in its application. Each partner will be responsible for communicating and implementing this protocol document annually within its own organization.
18. Protocol Review Process

The parties to the protocol will monitor the implementation and conduct a review of the protocol every two (2) years or sooner, if required. The HRPS will initiate and facilitate this bi-annual review process.

19. Physical Safety Issues

Principals and vice principals who identify a facilities safety issue should consult with the appropriate school superintendent or equivalent.

When requested, Police services may work in cooperation with local school boards and local schools depending on available resources, to assess the physical safety of the school premises, including the building and outdoor areas (e.g., lighting, building design, landscaping). In all cases, final decisions about alterations rest with the school board, as only the board has the responsibility to carry out any desired work.

20. Threat Management / Awareness Services

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

Recognizing the importance of a coordinated and multifaceted approach on the part of the school board and Police, we commit to working together in an effort to promote positive behavior and prevent school violence.

20.1 Each school board will commit to developing its own policy and strategies that help prevent violence

This may include, but is not limited to:

- Establishing and maintaining the multi-sectoral Violence Threat Risk Assessment (VTRA) Protocol
- Use of restorative practices in schools to enhance safety and create a caring environment
- Establishment of positive school climates in an effort to create a culture of bullying prevention
- Help for students to develop social skills, including conflict-resolution skills
- Building the Positive/Developmental Assets to support positive youth development
• Expanding the knowledge base of the Positive/Developmental Assets through to parents and other care-givers
• Proactively identifying students at risk and giving them extra support
• Use of progressive discipline to teach and encourage appropriate behavior in the school
• Viewing each student as an integral and contributing member of the school community
• Demonstrating, by example and leadership, that 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

20.2 Police will develop strategies that can help to prevent violence in schools

This may include, but is not limited to:
• Establishing and maintaining the multi-sectoral Violence Threat Risk Assessment (VTRA) Protocol
• Use of restorative justice conferences as an extrajudicial measure
• Development of positive partnerships with all members of the school community, including parents
• Visibility within the school community
• Positive adult role model for students
• Establishment of positive relationships with children and youth
• Referrals based on the best interest of the students
• Delivering educational sessions on crime and criminal justice issues
• Participating in an integrated, multi-agency team that can respond to children and youth at risk of conflict with the law (e.g. HRPS “COMMANDE”)
• Facilitation of communication and cooperation with school officials, Youth Justice Probation Services, other Police officers, courts, other social services
• Support for students as they return to the school community after involvement with the criminal justice system

20.3 Violence Risk Threat Assessment

It is recognized by all contributing organizations that incidents of violence in schools are often preventable through early intervention in response to threatening behavior, or non-threatening but worrisome behavior. Taking steps to identify at-risk students through early and ongoing assessment and intervention strategies may reduce the need for disciplinary action and Police interventions.

The Halton Violence Threat / Risk Assessment Protocol will be used as a means of preventing and managing situations that could otherwise negatively affect the safety of students and/or school staff.
20.3.1 Police services and school boards recognize the need to work together in schools in order to prevent school violence

This commitment to working in partnership is:

- Outlined in each school board’s Safe Schools policy
- Required through risk and/or threat assessment services with the Halton Regional Police Service

Note: VTRA Documents exist under a separate Protocol and are not included within the Police/School Board Protocol document
21. Emergency Planning and Threats to School Safety

Every school is expected to develop an Emergency and Crisis Response Plan, in keeping with the school board and ministry policies. The response plan must include, but may not be limited to:

(1) A Lockdown Plan and procedures to be followed after a lockdown or similar Emergency
(2) A plan and procedures for dealing with bomb threats.

Teachers, staff, parents and students should be involved in the development and monitoring of the Emergency and Crisis Response Plan, and the plan should be fully communicated to members of the school community, and Police, Fire and EMS.

Appendix D will yield (at a Board level) a template for the essential elements of a Provincial Lockdown Policy along with best practices coordinated through the policy and procedures of the HRPS.

Appendix E will yield (at a Board level) a template for the essential elements of a Provincial Bomb Threat policy along with best practices coordinated through the policy and procedures of the HRPS.

Each school Principal can review the applicable appendix and create their detailed school plan from the templates provided. Although the responsibility for individual School Crisis Response plans rests with the Principal of each school, consultation with Police, Fire, EMS, and/or senior Board staff are encouraged when questions arise.

21.1 Lockdown Plan and Procedures

Staff, students and visitors in Ontario’s schools have the right to learn, work, and be present in a safe and secure environment. However, the possibility of a major incident of violence is a reality that cannot be overlooked. Anyone who spends time in an Ontario school on a regular basis needs to know how to protect themselves, and how to protect students, in the event of a major incident or threat of school violence.

Given the dynamic, complex, and fluid nature of such incidents, continuous communication, assessment, and coordination by first responders and school administrators are of paramount importance in ensuring an effective response.
Mandatory Requirements

The Ministry of Education and the Ministry of Community Safety and Correctional Services mandates that:

1. All publically funded school boards in Ontario must establish a lockdown policy to ensure the development and implementation of individual school plans.

2. A minimum of two lockdown drills must occur each school year and a record of these shall be maintained.

Note: See Appendix D of this Protocol Document for further Procedures, Responsibilities and associated Checklists.

21.2 Bomb Threat Plan and Procedures

All schools must have plans in place to address a bomb threat, a suspicious package or explosive device found on or in relation to school property. This response plan should also address steps to follow in case of an explosive incident.

According to the RCMP, the overwhelming majority of reported bomb threats are unfounded but some are not. Similar to lockdown drills, staff and students must be trained how to respond to any of the above described scenarios.

Mandatory Requirements

1. “All publically funded school boards in Ontario must establish a bomb threat response policy to ensure the development and implementation of individual school plans.

2. Each Board must ensure that its staff, students and other partners are aware of their obligations/responsibilities within the individual school plans” (Provincial Model for a Local School Board Appendix C – Sept. 2015)

Note: See Appendix I of this Protocol Document for further Procedures, Responsibilities and associated Checklists.

Police take the lead role in coordinating efforts to counteract bomb threats.

Police will involve other emergency responders, Explosive Disposal Unit, Fire Department, EMS, and Public Health Department as necessary.

1 Ibid Pg 45
22. Training

This Protocol shall be reviewed annually with all appropriate school board staff as determined by each board.

The school boards and Police services will provide training on the local Police/School Board Protocol to their respective staff on an annual basis.

Understanding of the protocol and the processes outlined to be followed is critical. The method of delivery and training will be determined by each school board. A training record shall be maintained.

To improve collaboration between local Police and schools:

- Training will be based upon effective / leading practices; and
- Where possible, the training should be delivered jointly by Police and school board personnel

23. Process for Reporting Failure to Follow Protocol

School: Contact the Board representative responsible for Safe Schools.

Police: Operational District Inspector (905 825 4747)

District One
- 11 Division Halton Hills Ext. 2101
- 12 Division Milton Ext. 2401

District Two (Oakville) Ext. 2201

District Three (Burlington) Ext. 2301
**Appendix A – Definitions/Explanation of Terms**

**Principal/Vice Principal (or designate)**

As per the *Education Act* the principal of a school, subject to the authority of the appropriate supervisory officer, is in charge of,
(a) the instruction and the discipline of pupils in the schools; and 
(b) the organization and management of the school.

The principal may assign duties to vice-principals and to teachers and other staff. Other duties of the principal are outlined in the *Education Act* and *Ontario Regulations*.

In the absence of the principal, a vice-principal shall be in charge of the school and shall perform the duties of the principal.

In the absence of the principal and vice-principal, a teacher may act as the principal’s designate according to legislation and board policy. A designate may not suspend a student.

*Note that in provincial schools, the Residence Manager or designate has similar duties after school hours.*

**Assault**

A person who directly or indirectly applies force intentionally to another person, or who attempts or threatens to do so, has committed an assault.

**Assault Causing Bodily Harm**

The intentional application of force resulting in an injury requiring medical attention but, not including an instance where medical attention is sought solely on a cautionary basis.

**“The Board” refers to**

- the Halton District School Board
- the Halton Catholic District School Board
- *Conseil scolaire Viamonde* (Viamonde French-Language District School Board)
- *Conseil scolaire de district catholique Centre-Sud* (Centre-Sud French-Language Catholic District School Board)
- the Ernest C. Drury School for the Deaf (Provincial Schools Branch—Milton)
- Halton Private/Independent Schools

**Board Employee**

Any person employed by any of the school boards who are a party to this protocol agreement on a temporary, part-time or full-time basis.
The Children’s Aid Society investigates child protection allegations if the alleged caregiver is deemed to be in a care giving role with a child. It is the responsibility of the Children’s Aid Society to determine who is “a caregiver” under the Child and Family Services Act.

The definition of a caregiver by the Children’s Aid Society is defined in two categories: Primary caregiver, and community caregiver. The following list identifies examples of the two caregiver categories:

**Primary Caregivers**
- Mother
- Father
- Live-in partner
- Caregiver exercising access contact
- Adult with a custody and control order for the child in question
- Foster parent
- A partner of a caregiver (with no legal relationship to the child)

**Community Caregivers**
- Child caregiver
- Child and Youth Worker
- Babysitter
- Teacher
- Early Childhood Educator (E.C.E.)
- Child’s recreational group leaders
- School bus driver
- Educational Assistant
- Volunteers

**Child**
Under the Youth Criminal Justice Act a child is defined as a person who is, or in the absence of evidence to the contrary, appears to be less than twelve years old. Another definition exists under the Child and Family Services Act (CFSA), wherein “child in need of protection” is defined as any person under the age of 16 or between 16 and 18 if subject to a child protection order. Consideration should be given in each situation as to which definition applies.
Child Pornography

Child Pornography applies to anyone who is under 18 years or appears to be under 18 years of age.

“Child pornography” means:

(a) A photographic, film, video or other visual representation, whether or not it was made by electronic or mechanical means,

(i) that shows a person who is or is depicted as being under the age of eighteen years and is engaged in or is depicted as engaged in explicit sexual activity, or

(ii) The dominant characteristic of which is the depiction, for a sexual purpose, of a sexual organ or the anal region of a person under the age of eighteen years; or

Any written material or visual representation that advocates or counsels sexual activity with a person under the age of eighteen years that would be an offence under this Act (Criminal Code).

Crime Prevention through Social Development

Crime Prevention through Social Development (CPSD) involves long-term, integrated actions that deal with the root causes of crime. Its aim is to reduce risk factors that start people, particularly children and youth, on the road to crime, and to build protective factors that may mitigate those risks. (Public Safety Canada)

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 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.

Developmental Assets (Search Institute)

See online at http://www.search-institute.org/developmental-assets/lists (available in various languages on the site)
Drugs (Illegal) except as authorized under the regulations, no person shall possess a substance included in Schedule I, II or III of the Controlled Drugs and Substances Act.

Obtaining substance: (2) No person shall seek or obtain

(a) A substance included in Schedule I, II, III or IV, or

(b) an authorization to obtain a substance included in Schedule I, II, III or IV from a practitioner, unless the person discloses to the practitioner particulars relating to the acquisition by the person of every substance in those Schedules, and of every authorization to obtain such substances, from any other practitioner within the preceding thirty days (some common examples of illegal drugs include: cocaine, crack cocaine, marihuana, hashish, hash oil, amphetamines, barbiturates and LSD)

Exclusion A principal may exclude a student or other person as per the Education Act Sec 265(1) (m) “access to school or class—subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal’s judgment be detrimental to the physical or mental well-being of the pupils;”

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

Hate and/or Bias-Motivated Occurrences
Incidents (e.g. involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (i.e. a group distinguished by color, 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.

Hold and Secure
Involves a potentially unsafe situation outside of the school whereby students remain safe inside the school behind locked doors but under the normal curriculum.

Illegal Drugs
see Drugs (illegal)

Lockdown
A procedure used in response to a major incident or threat of violence within the school, or in relation to the school. In this case students are directed to locking and/or barricading themselves in designated safe areas. A lockdown is an emergency response to an imminent threat.

Mitigating and other factors
Circumstances that must be considered by the board and school principals/vice-principals 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, Behavior, Discipline and Safety of Pupils.

Mitigating factors
- The pupil does not have the ability to control his or her behavior.
- The pupil does not have the ability to understand the foreseeable consequences of his or her behavior.
- The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person

Other factors
- The pupil's history.
- Whether a progressive discipline approach has been used with the pupil.
• 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.
• How the suspension or expulsion would affect the pupil’s ongoing education.
• The age of the pupil.
• In the case of a pupil for whom an Individual Education Plan (I.E.P.) has been developed.

Negative impact on school climate
A possible result of inappropriate activities or behaviors, whether those activities/behaviors occur inside or outside the school. Actions or behaviors 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.

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

Police Involvement
The course of action determined to be appropriate by the Police for the investigation of an incident to which they have been called, including any follow-up and proactive measures.

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.

Privileged Information
Privileged for information and use by the supervisors officers and the principal/vice-principal and teacher of the school for the improvement of instruction of the student. It is not available to any other person with certain exceptions.
**Reckless or Dangerous Use of a Motor Vehicle**
Anyone who operates a motor vehicle manner that is dangerous to the public, having regard to all the circumstances, including the nature, condition and use of the place at which the motor vehicle is being operated and the amount of traffic at the time is or might reasonably be expected at that place.

**Relationship-Based Violence**
Any behavior or action that is used to scare, harm, threaten, control, intimidate, or injure another person within an intimate relationship. The behavior 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 behavior.

**Requiring Medical Attention**
Injury such that a physician’s treatment is reasonably necessary or prudent.

**Restorative Practice**
Conversations, circles or conferences that bring together those who have been harmed and those causing harm. The intent is to have persons causing harm come to understand the impact of their actions on others. All parties, including the person harmed, have a say in identifying ways to repair the harm that has been done and ways to make things right. Restorative Practice does not replace other consequences.

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

**School Premises**
School buildings and grounds including parking lots and playing fields. School premises also include any buildings or grounds that are rented or leased by the school board.

**School Climate**
See Negative Impact on School Climate

**School-Related Activity**
Any Board or school sponsored activity including but not limited to field trips, sports, time on buses and dances.

**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 behaviors that involve the use of force or control over the victim. In some cases, no overt physical force is use instead, the
victim may be threatened with words or pressured into doing something he or she doesn’t want to do.

**Sexual Misconduct**
Offensive conduct of a sexual nature which may affect the personal integrity or security of any person.

**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 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.

**Trespassing**
The attending at or presence on a private premise without permission of a person in authority having care and control of the premises or engaging in a prohibited activity thereon (e.g. posting a “No Skateboarding” sign means that those skateboarding on that location are trespassing and can be removed).

**Vandalism**
The defacing, damaging or destruction of property.

**Vulnerable Child**
“Vulnerable child” means a child, regardless of age, whose location is unknown, and where there is a degree of concern with regard to his/her safety or wellbeing.

**Young Person**
“Young person” means a person who is or, in the absence of evidence to the contrary, appears to be twelve years old or older, but less than eighteen years old and, if the context requires, includes any person who is charged under the *Youth Criminal Justice Act* with having committed an offence while he or she was a young person or who is found guilty of an offence under that Act.

**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 and imitation firearms, and knives are always considered weapons.
Appendix B – Vulnerable Student Questionnaire

“Vulnerable child” means a child, regardless of age, whose location is unknown, and where there is a degree of concern with regard to his/her immediate safety or wellbeing.

Only complete the areas of information that you know.

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>in person ☐</th>
<th>telephone ☐</th>
</tr>
</thead>
</table>

Informant’s Name: ____________________________________________
Date of Birth: ______________________________________________
Home Address: _______________________________________________
Business Address: ____________________________________________
Home Phone #: ___________ Cell Phone #: _______________________
Relationship to missing subject: parent/legal guardian ☐ principal ☐
teacher ☐ other __________________________
Where missing person last seen: ________________________________
When last seen: ______________________________________________
What caused the student to leave? (Describe if known)
________________________________________________________________
________________________________________________________________
________________________________________________________________
Has the parent(s) been notified?  Yes ☐  No ☐

Missing Student Information:

Surname: ________________  Given Names: _________________________

Nicknames: _________________

Date of birth (dd/mm/yy): _______________________

Age: _____ years

Place of birth: _______________________

Home address: _______________________________________________
School Name and Address: ____________________________________________

Home phone # ___________ Cell phone # ___________
Work # ________________

Email Address (personal): __________________________________________

Previous Address (if known): ________________________________________

Does the student have access to a personal computer?
Yes ☐ No ☐ Unknown ☐

Known memberships in social networking sites: ________________________
______________________________________________________________

Passwords: _______________________________________________________

Health of the student: suicidal ☐ emotional ☐ medical concerns ☐ physical ☐

Describe (does the student need medication)
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Special Needs:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Physical Description: Photo Available: Yes ☐ No ☐
Height: _______ Weight: _______ Race: ______________

Build: Slender ☐ Medium/average ☐ Muscular/Stocky ☐ Heavy ☐
Complexion: Light/fair ☐ Tan ☐ Olive ☐ Medium Dark ☐ Very Dark ☐
Clear skin ☐ Pocked mark/acne ☐ Freckles ☐ Moles ☐

Eyes: Brown ☐ Blue ☐ Hazel ☐ Grey ☐ Green ☐ Black ☐ Pink/Red ☐
Glasses □ Contacts □ Colored contacts □ Crossed-eyed □ Lazy eye □

**Hair Color:** Blonde □ Brown □ Red □ Black □ Other color________
*(If more than one color indicate)*________________________________________

**Hairstyle:**
Length: Short □ Shoulder □ Long □ Extensions □
Style: Shaved □ Short □ Long □ Straight □ Wavy □ Curly □ Afro □ Dreadlocks □
Spiked □

Parted on the right □ Parted on left □ Parted center □ Unkempt □
Pony tailed □ Braided □

**Facial Hair:** Clean shaven □ Beard: Full □ Partial □ Goatee □ Moustache □
Other description: __________________________________________________________

**Facial Features:** Thin/sharp features □ Chubby/rounded features □
Other ________________________________________________________________

**Teeth:** Good □ Crooked □ Visible Missing □ Visible decay □ Visible stained □
Gaps □ Protruding Upper □ Braces □ Retainer □

**Speech:** Accent □ Languages Spoken: __________________________
Stutter □ Lisp □ Deaf/Sign Language □

**Tattoos** *(description of tattoos and location on body)*:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

**Piercings** *(description of piercings and location on body)*:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

**Outstanding Features** *(not already described)*:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
**Birth Marks/Scars** *(description of marks/scars and location on body):*


**Clothing Description:**
- School Uniform
- Civilian Attire

Sample of clothing available
- Yes
- No

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Description</th>
<th>Color</th>
<th>Size</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outerwear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top/shirt/blouse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweat top/Sweater</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pants/shorts</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Skirt/dress</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Underwear</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Socks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headwear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Footwear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gloves/ mitts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purse/backpack</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wallet/ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is a sample of the footwear available?
- Yes
- No

Where can it be obtained ____________________________?

**Habits and Personality of Missing Person:**

<table>
<thead>
<tr>
<th>Habit</th>
<th>Yes</th>
<th>No</th>
<th>What</th>
<th>How Often</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smokes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinks Alcohol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is the student currently under influence of drugs or alcohol?
- Yes
- No
- Unknown

**Social Status:**
- Loner
- Follower
- Leader
- Unknown

**Usual Demeanor:**
- Quiet
- Outgoing
- Unknown
Friends of Missing Student: *(Names and contact info)*

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Peer Problems: Yes ☐ No ☐ Unknown ☐
Describe __________________________________________________________
______________________________________________________________________

Describe why the missing student is vulnerable? Age ☐ Other ☐
*(Explain why you feel the child is at risk)*
______________________________________________________________________
______________________________________________________________________

Has this student gone missing before? Yes ☐ No ☐ Unknown ☐
When _____________________________________________________________
Where found _______________________________________________________
Possible destination: ________________________________________________

Transportation: bicycle ☐ car ☐ other ☐ Unknown ☐
Describe: *(license plate, car/bike description with make, model & color)*
______________________________________________________________________
______________________________________________________________________

Has the subject hitch-hiked before? Yes ☐ No ☐ Unknown ☐
Would the subject accept a ride? Yes ☐ No ☐ Unknown ☐

Feeling towards strangers:
______________________________________________________________________
______________________________________________________________________

Reaction when hurt?
______________________________________________________________________
Outdoor Experience:

Familiarity with the area:  Very familiar ☐ Somewhat ☐ Not Familiar ☐ Unknown ☐

Rate the child’s overall fitness:  Very fit ☐ Fit ☐ Somewhat ☐ Not Fit ☐ Unknown ☐

Outdoor survival ability:  Good ☐ Average ☐ Poor ☐ Unknown ☐

Does the child have money on them?  Yes ☐ No ☐ Unknown ☐

Actions taken thus far:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Attach the photograph here:
When taken __________________
Appendix C – Sample Letter for Police Use

[On Police letterhead]
ACCESS TO PERSONAL INFORMATION

Dear [name of superintendent, principal]:

Re: Access to information regarding the following person(s): [name of individual]

The Halton Regional Police Service is currently undertaking an investigation into a law enforcement matter with respect to a possible criminal activity [or whatever the law enforcement matter is]. Therefore, we require access to the following records with respect to the above-named individual(s):

- [individual A]
- [individual B]

For the purpose of aiding an investigation presently being undertaken with a view to a law enforcement proceeding arising or from which we believe that a law enforcement proceeding is likely to result, we are requesting access to these records under clause

[For a school board]
32(1) (g) of the Municipal Freedom of Information and Protection of Privacy Act

[For a provincial or demonstration school operated by the Ministry of Education]
42(1) (g) of the Freedom of Information and Protection of Privacy Act

[For a private school]
For the purpose of complying with a Court order or rules of a Court or for administering a law of Canada or the province under clause 7(3)(c) of the Personal Information Protection and Electronic Documents Act,

[For employee files]
As these are employee personnel files, we believe that there is no freedom of information issue to be addressed.

We would appreciate your cooperation in providing [name of officer] with access to this material.

Should you have any questions, please feel free to contact, [Name and phone number of senior officer].
Appendix D – Lockdown / Hold and Secure / Shelter in Place

Overview

The goal of emergency preparedness is to ensure a rapid, coordinated and effective response is possible when an emergency occurs.

This procedure provides guidelines for a “Lockdown”, “Hold and Secure”, or a “Shelter in Place” order depending on the situation. The situation could be a serious accident, violent incident, or an act of terrorism. This procedure does not capture all situations/eventualities and recognizes the uniqueness of each school site. It is to be used as a guideline, but in all cases, careful planning must take place; staff must be familiar with the plan; and practice must occur.

Every school MUST conduct two (2) Lockdown practice drills during each school year. The principal must keep a record of the date and times of the lockdown drills. Consideration should be given to conduct one of the two required annual drills as a “non-routine” drill, such as one that takes place during recess or lunch.

All schools will develop school specific Lockdown procedures as part of their Safe Schools planning process. Such procedures will take into account site-specific special needs, such as mechanisms to communicate messages to those who may not adequately hear verbal communications and those who may not be readily mobile without assistance. Specific designated areas within a school/site are to be taken into consideration for those with special needs.

All staff, including occasional, part-time, or itinerant teachers, must have the ability to lock their classroom doors.

General Guidelines

Some emergency situations may prevent the safe evacuation of a school building and may require steps, including the initiation of a Hold and Secure or Lockdown, in order to isolate students and staff from danger. The Lockdown/Hold and Secure procedure includes specific plans to keep students, teachers and other school personnel safe in the event of a threat in the vicinity of a school, a violent incident or an act of terrorism.

While recognizing that each school and each potential crisis will vary, below is the recommended set of procedures for school use. Each school will implement these procedures in light of its unique structure and/or needs. It is recommended that the school’s in-school Health and Safety Team be involved in the development of the school plan.
Each Board will ensure that there is staff available to assist with these guidelines. Many schools have licensed childcare centers or other tenants and community groups using school premises. It is vital that these organizations are informed of procedures for the school/site and be included in lockdown drills.

A brief checklist outlining the procedures to be followed in a Hold and Secure or a Lockdown should be printed and posted in any area where staff and students are located. All visitors and occasional staff to the school are to be made aware of the school’s lockdown/hold and secure plans. Students must be informed that in the event of a Lockdown, all students must report to the nearest classroom, or follow the direction of a staff member, if they are not able to safely and quickly reach their own classroom. In an emergency situation all students, staff and visitors work under the direction of the school principal or designate.

Definitions

The Board
“The Board” refers to: the E.C. Drury School for the Deaf, the Halton Catholic District School Board, the Halton District School Board, private schools, and French Language School Boards.

CIRK
The Critical Incident Response Kit bag contains items that will be needed by emergency personnel and staff members in the case of a lockdown. The Principal/Designate will hand the CIRK bag to Police personnel upon their arrival.

Emergency Evacuation Plan
Every school must have an emergency evacuation plan that addresses threats that range from imminent building threat (e.g., fire) to national emergency. Every school must identify an emergency evacuation site.

Hold and Secure
Hold and Secure is a response to a threat in the general vicinity of a school, but not related to the school. This could be a Police pursuit, a crime in progress or an active search by local Police for a suspect. Staff, students and visitors are considered to be safe inside the school when they do not leave the building. If feasible and safe to do so, building entrances should be LOCKED so as to restrict access of unwanted individuals. If safe to do so, school activities may continue as usual inside the building only.

Lockdown
A procedure used in response to a major incident or threat of violence within the school, or in relation to the school. In this case students are directed to lock and/or barricade themselves in designated safe areas. A lockdown is an emergency response to an imminent threat.
Shelter-In-Place
A procedure used during hazardous environmental or weather related situations where it is necessary to keep all occupants within the school to protect them from an external situation at or near the school. Examples may include chemical spills, blackouts, explosions, or extreme weather conditions.
**SCHOOL PREPARATIONS FOR LOCKDOWN PROCEDURES**

School preparations for lockdown procedures can be initiated in four conceptualized phases: **Asses, Plan, Act (Drills), and Evaluate.**

---

**Assess**

Each principal must facilitate an assessment of their school to determine safe areas, access routes, danger zones (areas with no cover or concealment from threats), escape areas and collection centres for evacuations. A level of risk must be predetermined for each area of the school. This will also be invaluable for the section on bomb threats and suspicious devices located on school property.

---

**Plan**

**Roles and Responsibilities**

**Principal:**

The Principal is responsible for the overall creation of the Lockdown Plan, including:

- developing a Lockdown/Hold and Secure Plan that is specific to the school
- ensuring this Plan is reviewed annually with all staff (including support staff) and community partners (e.g., daycare centres)
- responsibility for the training of all staff (including Occasional and itinerant staff in the building) and the sharing of the plan with staff and community partners (e.g. daycare centres)
- ensuring that the school’s evacuation site is still available for staff and students
- ensuring that a minimum of two (2) Lockdown drills are scheduled and conducted each school year
- ensuring parents/guardians are informed of the drills
- ensuring that a record of each drill is made using the Lockdown Drill Report
- inviting, where feasible, the participation of Police in the drills and the debrief afterward
In an actual incident (not a drill), the Police are responsible for the management of the threat and subsequent criminal investigation; however, the Principal shall provide full cooperation with the Police.

All Staff:

School staff, and in particular administrators, have the overall responsibility for the training, safety, and well-being of students. During a violent incident, administrators also have the responsibility of working closely with the Police.

All staff (especially those working in the main office) should be trained that, when information is received about a situation requiring a lockdown, the individual receiving that information will immediately activate the school’s public address (PA) system, inside and outside, announcing the lockdown. There should be no hesitation in announcing the lockdown and the decision to call the lockdown should be made immediately by the individual receiving the call to the office – it should not be delayed for the purpose of checking with the Principal first.

For the safety of hearing impaired individuals and in situations where noise levels in open areas such as cafeterias and outside the school, consideration should be given to the use of visual indicators, in addition to the PA system. These indicators should be consistent with standards set out in the Accessibility for Ontarians with Disabilities Act.

Every attempt will be made to enable students and staff to gain access to all necessary emergency medications for prevalent medical conditions such as, but not limited to, anaphylaxis, diabetes, asthma, and epilepsy.

In the event of a situation requiring a Lockdown, staff members establish communication with Police by calling 911.
Students:

Students have a responsibility to be familiar with the plan and to respond quickly to the direction of staff during a crisis situation. Students with information on or prior knowledge of anyone or anything that may be associated with a violent act must be encouraged to come forward with that information as soon as possible. This is also the case during an incident.

Police:

The Halton Regional Police Service is responsible for responding to and investigating Lockdown/Hold and Secure situations. During a threat to school safety, 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.

Police may assist with Lockdown drills where and when possible.

The Halton Regional Police Service may ask principals to allow their schools to participate in “Red Gun Drills”; these serve as realistic training scenarios for the HRPS and provide tremendous opportunities for officers to learn how to better respond to potential emergencies in school settings. Participation in “Red Gun Drills” is encouraged but remains solely at the discretion of the Principal of each school. Clear communication with parents/guardians well ahead of any scheduled “Red Gun Drill” is essential.

Parents/Guardians:

Principals have the responsibility to inform parents/guardians of the existence of this plan (e.g., via school newsletter/website). Parents/guardians should reinforce with their children their responsibilities to follow directions during a crisis and to disclose any information they may have prior to or during a crisis situation.

During a Hold and Secure or Lockdown situation, school officials will suggest parents/guardians keep informed by listening to the radio or monitoring the situation on television. School board officials will do all they can during an emergency to notify parents and guardians. However, certain emergency situations may preclude this possibility.

A parent/guardian staging area may be established where they can go to learn the most up-to-date information about the situation at the school. This site will be an area away from the immediate emergency or threat.
Pre-Planning for a Lockdown

The **Principal** is responsible for the overall creation of the Lockdown Plan, including:

- developing a Lockdown/Hold and Secure Plan that is specific to your school
- ensuring this Plan is reviewed annually with all staff (including support staff) and community partners (e.g., daycare centres)
- responsibility for the training of all staff (including Occasional and itinerant staff in the building) and the sharing of the plan with staff and community partners (e.g. daycare centres)
- ensuring that the school’s evacuation site is still available for staff and students
- ensuring that a minimum of two (2) Lockdown drills are scheduled and conducted each school year and that parents/guardians are informed of the drills
- ensuring that a record of each drill is made using the “Lockdown Drill Report”
- inviting, where feasible, the participation of Police in the drills and the debrief afterward

The **Supervisory Officers** has the responsibility to:

- review school and Board plans and policies/procedures annually
- ensure that each school has a Lockdown/Hold and Secure Plan that is in compliance with the Board’s Lockdown/Hold and Secure procedure and the guidelines established in this Protocol
- review the dates of the scheduled drills and ensure each school has scheduled two per school year
- ensure that the Trustee for each school is notified in advance of drills held in conjunction with the Halton Regional Police Service

### Questions To Ask Before and After a Lockdown Drill

**Are there…**

- Lockdown posters in each classroom and common area?
- missing blinds, curtains, window coverings that need to be replaced?
- egress routes that are blocked and need to be cleared?

**Are…**

- exterior doors numbered (inside and out) so that numbers are visible?
- portables clearly identified? And if more than one building exists on school grounds, is each building clearly identified?
- rooms within the building clearly marked with room numbers? Are these room numbers consistent with the floor plans that are in the CIRK bag?
- PA systems functional in all areas of the school that are utilized by staff and students?
- visual and auditory indicators functional (if present)?
Floor Plans

“Accurate, up to date floor plans are a key component of lockdown plans and are important from both a planning and a response standpoint.

In situations where more than one building exists on school grounds, each building should be clearly identified, on all sides, with a building identifier, such as a number.

All portables should be identified as well. All exterior doors should be clearly identified - for example, Doors A, B, C or 1, 2, 3 and so on. All rooms within the building should be clearly marked with room numbers.”

Principals should review floor plans and implement a colour coding system such as red, green, and blue.

| Red | would indicate a danger zone where persons could not seek safe shelter behind locked doors. |
| Green | areas would be places within a building that can be safely locked down such as classrooms and other areas without interior glass into hallways and that can be effectively locked. |
| Blue | areas would be key locations for Police to take over for command and control functions such as the school office or other school area where phone, cameras and the PA system can be accessed. An offsite command post area should also be established in the event that an external situation negates a mobile Command Post being placed on the school property. |

School Floor plans (with colour coding) should be posted in classrooms and students and staff should be familiar with the safe locations.

These plans should also be provided in electronic format to Police, Fire and EMS.

Police and school officials should also plan in advance how access will be gained in an emergency. The current practice is the Principal/Vice Principal or designate will hand over a bag (Critical Incident Response Kit, or “CIRK”) containing keys and plans to the school. An alternate plan to give responding officers keys and plans should be in place for each school in consultation with Board Safe Schools Staff (see page 64).

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**Initiating a Lockdown**

As indicated in the responsibilities section of “All Staff” (above), there should be no delay in initiating a lock-down “at the first indication of a major incident of school violence”\(^3\) or upon direction of Police.

**Keeping Students Safe during a Lockdown**

The safety of our students and staff is the highest priority and schools must be prepared. During a serious emergency, schools will be in constant communication with emergency personnel at the scene. From that point, school and emergency officials determine the duration of a Hold and Secure or a Lockdown. Parents are not permitted access to the building or to their children during a Lockdown situation. Parent access to students in a Hold and Secure situation will be assessed on a case-by-case basis.

During a Lockdown, it is recommended that, before locking a door, staff should gather everyone in the immediate vicinity into their classrooms or other safe area, but only if it is safe to do so. **Once inside a secure locked area, staff and students should:**

- Stay away from doors and windows
- Turn off lights
- Close blinds or consider covering window if safe to do so
- Be aware of sight lines to a threat (hallway, outside area)
- Take cover if available (get behind something solid)
- Remain absolutely quiet (cellphones off)
- Not use cell phones unless it is necessary to communicate regarding the incident. Phones used for this purpose must be placed on vibrate mode
  - The use of cell phones by an entire student body of a large school may jam local cell towers and prevent vital communication to Police.
- If the threat appears to be closing in on your location, consider barricading the doors with heavy objects (desks, filing cabinets etc.) Students should also hide behind desks and other solid objects
- Await Instructions from Principal or Designate or Police
- Staff to take attendance when safe to do so; use the bottom half of the “**Missing Students Report**” to note the names of any students gathered into the classroom during the Lockdown

The above steps will afford Police the time to respond to an incident and ensure maximum staff and student safety. An active threat(s) will have significantly reduced access to students and staff, thereby enhancing safety.\(^4\)

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\(^3\) Ibid Pg 35

\(^4\) Ibid pg 39
**Portables**

Plans must recognize unique issues with portables. Due to thin wall construction, it is recommended that desks be tipped onto their sides with desktops facing out, and all desks placed in a circle with students/staff locating within the circle, down on the floor below the top edge of the desk.

**Washrooms**

For elementary schools, it is recommended that plans identify an adult who normally works in close proximity to student washrooms, to check the washroom(s) prior to locking down themselves, **if it is safe to do so**. After gathering students in the immediate vicinity of their classroom door into their classroom, they would quickly check both male and female washrooms to which they have been assigned in the planning phase, and take any students found in the washrooms, into their classrooms to lock down.

For secondary schools, it is recommended that training include an explanation to students that they are responsible to get out of the washrooms immediately upon hearing a lockdown announced, and get to the nearest designated green area (classroom or other safe area).

In cases where students are in washrooms and are not collected by supervising teachers as part of the Lockdown procedures, students need to be trained to ensure that they remain in the washroom, are quiet and, if possible, are out of view.

As a last resort, students or staff 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 staying below the sightlines of the top of the stall.

**Open Areas**

Considerable time and attention needs to be given to open areas during the planning phase. All possible options should be considered to best address these highly vulnerable areas, **including the possibility of evacuation to the exterior of the school**. This may be the best option if these areas are adjacent to exterior walls and have doors leading to the outside. It is very important during staff and student training, that everyone understands what to do and where to go in the event a Lockdown is called and they are in an open area. Consider having various options in the event that the first option is not available (e.g., evacuating the school).
Outside the School – Procedures When a Lockdown/Hold and Secure is Initiated

The school Lockdown Plan should include direction and pre-arranged gathering locations for students caught outside during a Lockdown, such as at lunch or break times. Staff, students, and visitors outside of a school must be made aware that a Lockdown is on progress and should not enter a school that is in Lockdown.

Outside notification of a Lockdown can be accomplished by outdoor speakers for the PA system and strobe lights, electronic signs, etc.

Child Care and Other Facility Occupants

Principals must ensure that the appropriate staffs from organizations sharing facilities are aware of this procedure and that these organizations participate in planning, training, and drills.

Organizations sharing the site must be given a copy of the school’s Lockdown/Hold and Secure Plan.

Permit Holders / After School Use

Permit Holders should contact the Principal of the individual school to become familiar with all emergency protocols including Lockdown, Hold and Secure, Evacuation, fire emergencies and other potential emergency safety related situations.

School Evacuation Procedure

The safety of staff and students will always be the priority consideration when making this determination.

If there is imminent danger to students/staff, school administrators will consult with emergency officials regarding the possible evacuation of the school. If that determination is made, school administrators (or designate) would either walk the students to a safer location (if possible) OR emergency personnel will arrange ground transportation and a controlled evacuation will be conducted to a designated location well out of harm’s way. Attendance books must be taken to the new location.
Controlled Evacuation

Even in a Lockdown situation, the Police may coordinate the partial evacuation of cleared areas. Such a scenario could occur, for example, where the threat has been contained or isolated (e.g., the individual making the threat is barricaded in a room), or in a very prolonged incident where removing some staff and students from the building is deemed safe.

Typically this would be done on a room-to-room basis with evacuees escorted out of the building by Police. These students and staff will then be taken to a designated collection site under the coordination of school staff and/or Police.

Police will make the decision as to whether a controlled evacuation of a school is a viable option, and will direct the evacuation process.

*There shall be no PA communication of the Controlled Evacuation plan.*

Fire Alarms

In the event that a fire alarm is pulled once a lockdown has been called, staff and student 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 fire, and be prepared to respond accordingly in order to ensure their own safety. Staff and students do not want to ignore the fact that fire may be set intentionally during a lockdown and there is a need to respond to the most immediate threat. Communication will be attempted by authorities if at all possible.

Media and Communications during Lockdown/Hold and Secure

“Police are responsible for addressing media with respect to any criminal incident and the Police response to the incident. Principals/board personnel are responsible for dealing with media on issues pertaining to staff and student safety. It is strongly advised that media personnel from Police and school boards share press releases prior to their release to the media, so that both Police and school officials are aware of what the other is saying. A spirit of cooperation is highly recommended and the Police and school/board officials are encouraged to work closely with each other on media issues.”

*The planning process should clearly indicate who will communicate and how it will be coordinated with the board, and emergency services. A key consistent message is vital to ease anxiety of parents, students, staff and the public.*

S5 Ibid Pg 43
Parents should also be made aware that Lockdown plans exist and that drills will be conducted throughout the school year. It would also be a good practice to remind parents of upcoming drills and encourage parents to reinforce the importance of understanding the directions with regard to the Lockdown/Hold and Secure procedures.

Parents may receive updated information through a number of communication channels:

- School website (if it is possible for school staff to update)
- Halton Regional Police Service website (www.haltonPolice.ca)
- Social Media
- School answering machine
- Outdoor electronic sign (if available)
- Media (radio and television stations)
- Parent/Home Notification systems (email and/or telephone message)

**Signage**

In a Lockdown or Hold and Secure situation, after the crisis has been stabilized, a pre-made sign should be placed on the main entrance of the school for parents/visitors who are trying to get into the building. The sign should indicate the following:

“Access to this school is restricted due to Police activity in/ in the vicinity of the school. You will be admitted once the “Lockdown/Hold and Secure” order has been lifted.”

If an incident is expected to be prolonged, an Information Centre will be established at a nearby location (outside the Police perimeter) where parents will receive regular updates on the situation.

Internal PA communication to students and staff during a Lockdown or Hold and Secure situation should be consistent and frequent. In a Lockdown situation, PA announcements should be made every 5 minutes, if it is safe to do so.\(^6\)

In all instances of an actual Lockdown (not a drill), it is recommended that a communication to parents/guardians be sent home with each student at the conclusion of the school day or as soon as possible thereafter.

\(^6\) Ibid Pg 43
Procedures to End a Lockdown

All school plans should establish a strategy to end a Lockdown or Hold and Secure. This can be accomplished using the PA system and initializing a follow-up message for any action taken under the communication strategies section above.

If there has been a true Lockdown, the end of the Lockdown can be communicated with a room to room visit by the Principal and/or Police with some sort of an identification process. In a Lockdown situation involving Police response, plans should indicate that an ending to the Lockdown should occur in consultation with the Police.

*Attendance must be taken to ensure all students and staff have been accounted for during the incident. Notices to parents should also be sent as outlined in the Communications section.*

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**Act (Drills)**

As noted there will be a **minimum of 2 Lockdown drills conducted per school per year**. Similar to fire drills that have been conducted for years, Lockdown and/or Hold and Secure drills will ensure staff and students’ familiarity with the plans and help to inoculate against anxiety should an incident requiring these measures occur. Consideration should be given to scheduling one of these drills during a “non-routine” time, such as during lunch or the end of the school day.

Drills also serve to inform the next stage: evaluation,

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**Evaluation**

Through a review of drills, comments from Police observers and discussions with other Board staff, principals can evaluate the strengths and weaknesses of their plans and make revisions accordingly.

Staff and principals must be aware that it is impossible to predict the outcome of every situation but by constantly conducting drills and working closely with emergency services, a well-rehearsed, logical and practical plan will greatly increase the margin of safety for staff and students.
LOCKDOWN PROCEDURES

School Principal (or Designate) Responsibilities in a Lockdown Situation

- *** CALL 9 1 1 ***

- All staff members and students are to be notified as follows:

  MAY I HAVE YOUR ATTENTION, PLEASE?
  THIS IS A SCHOOL EMERGENCY.
  THE SCHOOL IS NOW IN LOCKDOWN UNTIL FURTHER NOTICE.
  I REPEAT...

  (Repeat above announcement)

  This announcement should be kept near the P.A. system so that it can be read verbatim

- If possible and safe to do so:
  - re-announce the lockdown every 5 minutes; and
  - post the message on the main entrance doors to indicate that access to the school is restricted due to a lockdown

- Notification, as above, must take into consideration those within a site that may require alternate forms of communication (e.g., music rooms, outdoor track/field)

- Direct when all exterior doors should be locked, where it is safe to do so. If feasible and safe to do so, keep one exterior door unlocked for emergency personnel access

- Contact a Supervisory Officer through the appropriate Board office and/or the Communications Department.

- Ensure that CIRK bag is given to Police personnel. In addition, a master key will be provided to Police personnel by the principal/designate (see below)

- Contact Halton Transportation Services to redirect all buses, taxis etc.

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**Critical Incident Response Kit (CIRK) Bag Contents**

- Floor plans of the school
- Emergency contact numbers (e.g., Board office, Supervisory Officer)
- Master list of all students and staff at the school (updated on a regular basis)
- Keys for the school, if possible to do so (master key may also be handed directly to the Police)
- Cell phone numbers for school Principals and Vice Principal(s)
**Staff Responsibilities** (see also “Lockdown Reminders for Classrooms” Poster)

- **Remain calm** and reassure students that the emergency is under control.
- **Do not respond or move to an area where suspected gun shots have been heard.**
- Direct students in hallways to seek shelter in the nearest classroom.
- Direct students in outdoor areas to immediately take cover. Return to the school if it is safe to do so. If it is not safe to do so, students/staff should go to the designated evacuation site and attendance must be taken. As soon as possible, report to the Board Office to indicate which group of students you have and that students and staff are safe.
- **If the threat appears to be closing in on your location, consider barricading the doors with heavy objects (desks, filing cabinets etc.) Students should also hide behind desks and other solid objects.**
- If you are in a portable classroom consider placing desks on their side in a circle with desktops facing out towards the walls and place students within the circle.
- Turn off lights, close window coverings and cover door windows if possible
- Keep everyone facing away from the glass and doors where possible. Stay away from open or exposed situations.
- Do your best to keep everyone out of sight. **Instruct students to remain silent.**
- Don’t release anyone, except by direction of the Principal/designate or the Police.
- **Don’t allow students to use restrooms or lockers during a lockdown.**
- **Turn off all electronic devices, where applicable, including radios, televisions and cell phones. However, if you have vital information or need to report a medical emergency, call 911 directly.**
- **Only open doors when the Principal/designate or emergency personnel give an “all clear”**.
- Teachers will report on students who are missing from their room as well as any additional students who have entered their room (schools should use the “Missing Students Report”, below, to summarize this information). Attendance reports will be collected in a controlled fashion when it is safe to do so.
- **Non-teaching staff (e.g., head caretaker) will report to the nearest safe location.**
- The Principal, in conjunction with designated administrative staff and teaching staff, will devise a plan to contact the Halton Transportation to advise staff who are away from the school of the situation. This may require the holding of cancellation of busses and/or contact with field trip locations
- Follow these procedures in the cafeteria or lunchroom space if the lockdown occurs during the lunch break.

**Prepare students for staying in a lockdown mode for an extensive period of time**

- In a Hold and Secure situation all outdoor activities should be cancelled and staff members and students should go back to the school. If it is not safe to do so, students/staff should go to the designated evacuation site and attendance must be taken. As soon as possible, report to the Board Office to indicate which group of students you have and that students and staff are safe.
Supervisory Officer Responsibilities

- Coordinate communications between school, Halton Regional Police, and Board (Director, Trustee for the school, Chair of the Board, Communications Department, Employee Health Services, and others as required).
- Coordinate media communications with the Communications Department and Halton Regional Police or lead Emergency Services agency.
- Debrief with Police and emergency personnel.
- Debrief with school administrative team.
- Arrange for support personnel, as necessary (e.g., EAP, Tragic Events Response Team/Compassionate Care Team).
- Send a Crisis Report to the Director as soon as is reasonably possible.
- Review school and Board plans and policies/procedures annually.

Student Responsibilities

- Follow the directions of school staff and emergency personnel.
- Remain calm and quiet
- Proceed immediately to the nearest safe area, if you’re not in a classroom
- Turn off all electronic devices including ringers on cell phones (the school will notify your parents). However, if you have vital information or need to report a medical emergency, call 911 directly.
- Relay any pertinent information to school staff
- Understand the terminology and procedures and be familiar with the plan, as it has been drilled.

Procedures to End a Lockdown

Upon direction from Police, an “All-Clear” announcement will be made; there will also be a room to room visit by the Principal and/or Police with some sort of an identification process to release students and staff.

Procedures for ending lockdowns at off-site evacuation locations must be considered, based upon the school’s unique, individual circumstances.

Attendance will be taken to ensure all students and staff have been accounted for during the incident. Use the “Missing Students Report”, below. Notices to parents should also be sent as outlined in the Communications section.
School Recovery Following a Lockdown

A debriefing for staff and students should occur in all situations following a lockdown. The nature and severity of the incident will indicate who should be included in the debriefing.

In serious situations where injuries or loss of life occurs, the Board’s Tragic Events Response Team/Compassionate Care Team will be engaged.

**Prepare a letter for distribution to parents/guardians explaining the situation that occurred.** This should be done in consultation with the Family of Schools Superintendent and/or the Board’s Communications Department.

- Post it on the school website and parent/home notification system i.e., e-mail and/or telephone message via Synrevoice or other means
- Send a hard copy of the letter home
HOLD AND SECURE PROCEDURES

Hold and Secure may be initiated in response to a community-based incident in close proximity to the school. Hold and Secure procedures should incorporate the following key elements:

- The Principal/Vice Principal (or designate) notifies students and staff via the PA system that the school is going into Hold and Secure (using a pre-determined announcement – consider using a revised Lockdown announcement, if needed).
- The school’s Supervisory Officer should be notified as soon as possible.
- **Most regular school routines within the building may continue without disruption.**
- Others in the building should be notified (e.g., daycare partners and alternative programs).
- **All external doors should be locked, windows closed and blinds or drapes closed, if possible.**
- **Any outside activities should be suspended and students brought inside the school.**
- Bringing students and staff inside from portables should be assessed on a case-by-case basis.
- Transportation officials should be notified.
- Students who normally leave the school property at lunch should be brought back inside upon their return until the threat no longer exists.

- **The Principal/Vice Principal (or designate) should supervise the main school entrance to restrict access to individuals who may wish to enter the school. It is imperative that the staff member is able to identify the individual being given access to the school.**

- The school’s voice mail message should be changed to reflect the school’s hold and secure status.
- Signs may be posted on all exterior doors to signify that the school is in Hold and Secure and explaining how parents/guardians can obtain additional information (e.g., school/board website). Consider pre-making this sign.

- After receiving confirmation that the community-based threat no longer exists, the Principal/Vice Principal (or designate) should inform students and staff via the PA that the Hold and Secure is being lifted. Signage should be immediately removed and doors unlocked as per Board policy.

- A debriefing should occur as soon as possible to provide details regarding the reason for the Hold and Secure.

- The decision to provide a letter to parents should be made in consultation with a Supervisory Officer and the Board’s Communication Department.
SHELTER IN PLACE PROCEDURES

Shelter in Place may be initiated in response to an external environmental threat or hazard (e.g., gas leak, toxic fumes from a fire, etc.). Shelter in Place procedures should incorporate the following key elements:

- The Principal/Vice Principal (or designate) notifies students and staff via the PA system that the school is going into shelter in place (using a pre-determined announcement – consider using a revised Lockdown announcement, if needed).
- The Supervisory Officer should be notified as soon as possible.
- Regular school routines will be restricted.
- Students and teachers must come inside the school (e.g., physical education classes, classes in portables), if safe to do so.
- Others in the building should be notified (e.g., daycare partners and alternative programs).
- All external doors should be locked and windows should be closed.
- If the possibility of an explosion exists, all window coverings should be closed.
- The ventilation system, including heating and air conditioning, must be turned off.
- Transportation officials should be notified.
- Consideration should be given to sheltering students in interior rooms of the school that have few or no windows (e.g., cafeteria, gymnasium) where doors can be closed and access to nearby washroom facilities are readily available.
- The Principal/Vice Principal (or designate) should supervise the main school entrance to restrict access to individuals who may wish to enter the school. It is imperative that the staff member is able to identify the individual being given access to the school.
- The school’s voice mail message should be changed to reflect the school’s shelter in place status.
- Signs may be posted on all exit doors to signify that the school is in Shelter in Place and explaining how parents/guardians can obtain additional information (e.g., school/board website). Consider pre-making this sign.
- After receiving confirmation that the environmental threat or hazard is over or has been contained, the Principal/Vice Principal (or designate) should inform students and staff via the PA that the shelter in place is being lifted.
- A debriefing should occur as soon as possible to provide details regarding the reason for the shelter in place.
- The decision to provide a letter to parents should be made in consultation with a Supervisory Officer and the Board’s Communication Department.
# LOCKDOWN DRILL REPORT

**DATE:** ___________________________      **Drill #:** ________

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<tr>
<th>TIME</th>
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<th>SCHOOL IN LOCKDOWN:</th>
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<th>Question</th>
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<td>Were alarm signals seen or heard adequately?</td>
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<td>Did you observe any panic?</td>
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<td>Did students respond in accordance with the Lockdown procedures?</td>
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<td>Did other building occupants respond according to the procedures?</td>
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**Overall Comments & Recommendations**

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<th>Principal / Vice Principal</th>
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<td>Police</td>
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<td>Other</td>
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MISSING STUDENTS REPORT

If it is possible to determine who is absent from your class or activity and may still be in the building, please complete the following:

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<thead>
<tr>
<th>DATE</th>
<th>NAME OF MISSING STUDENT</th>
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REPORT ON EXTRA STUDENTS BROUGHT IN FROM THE HALL

Please write down the names of any students that you take into your classroom.

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<th>NAME OF STUDENT</th>
<th>TEACHER</th>
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Dear Parents/Guardians:

Date:

Each semester, as part of our Safety Plan, High School conducts three fire drills and a lockdown rehearsal. These planned rehearsals are important in ensuring that staff and students are aware of how to appropriately respond in the event of a real emergency. If any deficiencies or problems are noted, then changes are made to the plan.

Each year, the Fire Department is present to observe one of the fire drills. The Fire Department gives the school a report on the drill and lets us know how well staff and students are responding to the fire evacuation plan.

This year, we will be working with the Halton Regional Police Services to conduct a lockdown rehearsal and training exercise. This rehearsal and training exercise, approved by the Halton District School Board Administrative Council, will take place on at when we will initiate a mock lockdown.

Approximately eight Police officers from the Halton Regional Police Service, including our assigned High School Liaison Officer, will be on-site at the school responding to the call as if it were a real lockdown situation. Please note that this exercise will involve red plastic replica firearms that are not capable of being loaded or fired in any manner. No real firearms will be used in the exercise.

It is anticipated that the Police portion of this training exercise will take approximately 30 minutes, and run concurrently with the lockdown activities initiated by the school. During the exercise, staff and students will be in “lockdown” mode (doors locked, lights off, students sitting on floor). The only impact of the Police training portion of the lockdown exercise on staff and students is the potential to observe several marked Police cars in the parking lot, and see officers in uniform moving on foot through the hallways of the school issuing loud verbal commands to each other. There will not be any intentional contact or interaction between students and Police officers.

As School Principal, I will direct staff and students to resume normal school activities once the lockdown rehearsal is complete. These types of training exercises help to ensure that staff, students and Police are ready to respond appropriately in the event of a real emergency. If you have any questions, please contact myself at , VP at , or VP at . You may also contact our Family of Schools Superintendent at .

Sincerely,
LOCKDOWN REMINDERS FOR CLASSROOMS

- REMAIN CALM.
- Students must follow the instructions of staff.
- If safe to do so, staff should check halls and clear them of students and staff.
- Lock all doors.
- Lock windows and close blinds or cover windows, if possible.
- Turn off cell phones unless you have important information to provide the Police.
- Do not unlock your door or allow anyone in or out until permitted to by the Police or Principal/Designate.
- REMAIN SILENT!
LOCKDOWN REMINDERS FOR OPEN AREAS

- REMAIN CALM
- Follow the instructions of staff
- Seek shelter
- Turn off cell phones and other electronic devices unless you have important information to provide the Police
- REMAIN SILENT!
LOCKDOWN

Do not enter the school!

• Go to evacuation location at____________________.

• Remain there until you receive further instruction.
LOCKDOWN DRILL

- Do not enter the school during this drill.

- Go to evacuation location at_______________________.

- Remain there until you receive further instruction.
Frequently Asked Questions by Parents

For the purposes of this document, the “Board” refers to any one or all of the following: Le Conseil scolaire de district Catholique Centre-Sud, Le Conseil scolaire de district du Centre Sud-Ouest, the E.C. Drury School for the Deaf, the Halton Catholic District School Board and the Halton District School Board. “Police” refers to the Halton Region Police Service.

The four school boards in Halton and the E.C. Drury School for the Deaf, in partnership with the Halton Region Police Service, have established emergency response plans, which include: the steps school and Board staff will take in the event of an emergency at a school; a parent communication plan; and an evacuation plan.

Below are responses to the most frequently asked questions by parents with regard to emergency preparedness in schools.

1. **In the event of an emergency impacting my child’s school, how would I be informed?**

   Messages about emergencies impacting your child’s school will by communicated by the Board using a number of communications vehicles, including, but not limited to:
   - the Board and/or school websites;
   - the Halton Region Police Services website (www.haltonPolice.ca);
   - the parent/home notification system (e.g., e-mail and/or telephone messages);
   - the media.

   General emergency messages, including early and late school openings and closings, can be found on the Board’s website. Emergency messages of this nature are also transmitted to local media, including television and radio stations. Parents are encouraged to use these media sources for updates on emergency situations. During an emergency, parents should refrain from calling the school as it overloads phone lines, which limits communication and may impede the ability of staff to respond to the situation at hand.

2. **How will my child’s school handle an emergency situation?**

   All of the Board’s schools and facilities have an emergency response plan. A school’s emergency response plan is based on established Board procedures. The specifics of each plan differ according to the unique circumstances for each location, and are outlined on the Emergency Response Plan poster displayed throughout the school.
A response to a situation will differ, based on the specifics of that situation. The flexibility of the plan is the key to the success of the response. In general though, each school’s emergency response plan includes:

- threats to school safety (e.g., lockdown) and evacuation procedures, including the designation of one or more appropriate evacuation sites
- the maintenance of a portable Critical Incident Response Kit (CIRK bag) that contains key information and supplies
- training to personnel, updating of the plan and a practice drill for students and staff twice a year
- the maintenance of checklists for dealing with specific types of incidents
- resources for help before, during and after an emergency/crisis
- an established Safe Schools Action Team

3. **How can I see the Emergency Response Plan for my child's school?**

Emergency Response Plan posters are displayed throughout the Board’s schools and facilities. Should you have any specific questions regarding the Emergency Response Plan for your child’s school, please speak to the school principal.

4. **What is “Hold and Secure?”**

Hold and Secure is a response to an emergency situation in the general vicinity of a school, but not on or very near to school property. This could be a Police pursuit, a crime in progress or an active search by local Police for a suspect. During a Hold and Secure situation, students, staff and visitors are considered to be safe inside the school building. Any students, staff and visitors participating in activities outside the school building when a Hold and Secure is announced, would be instructed to return to the school building immediately. No one is permitted to enter or exit the school building, once this has occurred. In a Hold and Secure situation, regular school activities proceed within the school building, as long as it is safe to do so.

5. **What is a “Lockdown”?**

A Lockdown is a response to an emergency situation inside a school or an emergency situation on or very near to school property, wherein the evacuation of the school building is not safe. During a Lockdown, steps are taken to isolate students, staff and visitors from the emergency situation by having everyone remain in designated locations inside the school building. In all Lockdown situations, school staff establishes communication with the Police by calling 911.
Much the same way as schools practice fire drills, Lockdown or Hold and Secure drills are also practiced in an age appropriate manner. As part of the Board’s School/Police Protocol and in accordance with the Education Act, Lockdown drills are practiced twice throughout the school year to ensure that students and staff know what steps to take in case of an emergency.

During a Lockdown students are not permitted to use electronic devices, such as cellular phones except to convey emergency information through 911, as their use may impede the ability of the Police and school staff to respond to the situation at hand. It may also result in the dissemination of inaccurate information. In the event of an emergency at your child’s school, the Board will inform parents by using a number of communications vehicles, including, but not limited to:

- the Board and/or school websites;
- the Halton Region Police Services website (www.haltonPolice.ca);
- the parent/home notification system (e.g., e-mail and/or telephone messages);
- the media.

6. **What will the Board do if an emergency situation occurs while students are in school?**

   The specific actions taken by school personnel in any emergency situation, both Board-wide and at individual schools, will depend on the specifics of the situation. Any action taken would depend on several factors, including the level of threat and the advice or directive of local, provincial, and federal agencies. The safety of students and staff members will be the primary concern in any decision.

7. **Will I be allowed to pick up my child?**

   In the event of an emergency, it is the Board’s intent to ensure that students are safe inside their schools until there is no longer a threat to their safety. Parents will be informed and reunited with their children as soon as it is safe to do so.

8. **Does the school have a plan to reunite parents and children?**

   Yes. Each school has developed a plan for reuniting parents with their children after an emergency has occurred. Additionally, if public safety officials require a school building be evacuated, students and staff members will be safely directed to the designated evacuation site.
Parents will be informed by the Board of this evacuation/reunification location using a number of communications vehicles, including, but not limited to:

- the Board and/or school websites;
- the Halton Region Police Services website;
- the parent/home notification system;
- the media.

9. Will I be given the evacuation or parent reunification locations ahead of time?

Emergency Response Plan posters are displayed throughout the Board’s schools and facilities, and include the designated evacuation sites for each school and facility. In the event that students are evacuated to a designated site, parents will be informed by the Board of the reunification location, by using a number of communications vehicles, including, but not limited to:

- the Board and/or school websites;
- the Halton Region Police Services website;
- the home/parent notification system (i.e., e-mail or telephone messages);
- the media.

10. What if my child is riding a school bus at the time of a crisis?

Halton Student Transportation Services will be in contact with the Board for instructions in the event a crisis occurs while students are in transport. Bus drivers will be given an alternate safe drop off location if necessary. The Board will inform parents of this location by using a number of communications vehicles, including, but not limited to:

- the Board and/or school websites;
- the Halton Region Police Services website;
- the home/parent notification system (i.e., e-mail and/or telephone messages);
- the media.

11. Can I pick up my child?

Parents will be able to pick up their children unless public safety officials have declared there is a reason why access to the school is restricted. During any emergency, school personnel will endeavor to maintain a safe and calm environment for students within the school. Classes/instruction will not automatically be cancelled in emergency situations, because the school may be the safest place for children to be. Although some parents may wish to pick their children up from school at that time, please be assured that all will be done to protect our students. Allowing anyone to enter or exit the building during an emergency situation could expose the students and staff inside the school to further danger.
12. **Who can pick up my children?**

Children will not be released to unauthorized individuals, i.e., those listed as the student's parent/guardian or emergency contact, or who do not have written parent authorization. Parents and guardians will complete the emergency contact information at the start of each school year. Parents and guardians are asked to ensure that all contact information, including emergency contact information, on file at the school is accurate and up to date at all times.

13. **What about my child's medication?**

If your child takes medication regularly, you should make sure the school has an appropriate amount of additional medication on hand. Talk with your child's school principal for more information. In the event of a threat to school safety (e.g., Lockdown), Emergency Medical Services personnel will be notified of any specific medical needs.
Appendix E – Bomb Threat Procedures

Overview

The goal of emergency preparedness is to ensure a rapid, coordinated and effective response takes place when an emergency occurs. In developing a bomb threat response plan each elementary and secondary school should be guided by the following policy as outlined below.⁷

Although not specifically mentioned under provincial guidelines this policy should also address incidents of suspicious substances that are delivered via the mail or other methods and left on school property.

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.

Police Explosive Technician (P.E.T.): a police officer who has the knowledge, skills and abilities required for the position

Suspicious Substances: includes any chemical or biological substance that is found in circumstances that are suspicious. An example would be a white powder substance contained inside a piece of mail.

Visual Scan: includes staff of a school facility simply looking for a suspicious device(s) or package(s). The Bomb Threat Response Plan should specify what each staff member is responsible for viewing. The check may involve looking in cabinets and closets but under no circumstances should staff ever touch a suspicious device or package. The finding of any suspicious device or package should be reported immediately to the principal or designate.

Evacuation: may be the full or partial clearing of all persons of a facility. In cases of where a suspicious package or device is found the facility should evacuated immediately using pre-designated evacuations routes modified to avoid the area of the suspicious device where possible. For example, a briefcase sized bomb would require a minimum safe distance of 46 metres inside a building and 564 metres outside of a building.⁸ The latter distance (564m) must be considered when designating exterior collection areas and or staging areas.

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⁷ Ibid. Pg 46
⁸ National Counter Terrorism Center; Online. Accessed 02Feb2016
http://www.nctc.gov/site/technical/bomb_threat.html
General Guidelines

Bomb Threats

A Bomb Threat response plan is now mandated by the ministry and school boards are encouraged to work with the Halton Regional Police Service to include this new element in their Emergency and Crisis Response Plans. Each board must also ensure that staff, students and other partners are aware of their obligations with regard to the additional section on Bomb threats in their individual plans (Ministry of Education Requirement).

“Given the dynamic, complex, and fluid nature of such incidents, continuous communication, assessment, and coordination by first responders and school administrators are of paramount importance in ensuring an effective response.”

HRPS trained staff will be of assistance to the school boards in the development of their plans and to be available to answer questions. “During the initial stages of a bomb threat, the principal will be the authority responsible for the initial assessment and related decisions, including those regarding visual scans and evacuations.”

An HRPS Supervisor shall monitor all calls regarding a suspicious device or package in relation to schools. Should a suspicious device be located and/or in the event of a school evacuation, an HRPS Patrol Supervisor shall attend the scene along with members from the HRPS Explosive Disposal Unit (EDU). Should the HRPS EDU believe that the suspicious package must be removed or otherwise be rendered safe; the Supervisor will initiate a full HRPS Command and Control deployment with a trained Duty Officer and/or an Incident Commander. The principal will work closely with the HRPS on-scene Commander to ensure the safety of the students and staff. For ongoing incidents the police are responsible for management of the threat and any subsequent criminal investigation. Police will liaise and work closely with Fire, EMS and other necessary outside resources including but not limited to: Provincial Police Emergency Response Teams, neighboring Police Services’ Bomb Units, Utility Companies, and other Regional and/or Municipal Services.

School Preparations for Bomb Threat Procedures

School Preparations for Bomb Threat procedures can be initiated in four conceptualized phases: Assess, Plan, Act (Drills), and Evaluate.

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10 Ibid Pg 48
Assess

Each principal must facilitate an assessment of their school to determine how access to typical non-staff and student traffic areas are controlled. In this phase, likely locations in and around the school for the placement of suspicious packages should be noted.

This assessment should also include the location and amount of any hazardous materials stored on the premises. Mail and/or parcel delivery areas should also be noted for their location and access. The HRPS may be consulted for all phases of the Bomb Threat Response plan including the assessment phase.

Plan

Roles and Responsibilities

“Principal – The principal is responsible for the overall development and final content of the individual school plan. The principal is also responsible for inviting police, fire and emergency medical services (EMS) to participate in plan development and for making them aware of planning and drills; for the training of staff and students; and for the overall safety of staff and students. The principal (and, it is understood, his or her designate) must be completely familiar with the school’s bomb threat plan and with the scope of the authority vested in, and the responsibilities associated with, the principal’s position as defined in the plan.

Staff - School staff, and in particular administrators, have the overall responsibility for the training, safety and well-being of students. During a bomb threat incident, administrators also have the responsibility of working closely with police.

Students – Students have a responsibility to be familiar with the plan and to respond quickly to the direction of staff during a bomb threat or explosives incident. Any student with information on or prior knowledge of anyone or anything that may be associated
with or result in a bomb threat, the placement of a suspicious package/device, or an explosives incident must come forward with that information as soon as possible.

**Parents/Guardians** – Parents and guardians must be informed of the existence of this plan. Parents can be encouraged to reinforce with their children the responsibilities students have with respect to following directions during an incident and disclosing any information they may have prior to or during an incident.

**Police** – Police are responsible for responding to and investigating bomb threats and explosives incidents. During any such incident, police will assume command and control of the response and investigation but will liaise and work closely with the principal and other emergency services throughout the process. The police must be notified of all bomb threat incidents, regardless of other actions taken by the schools. The criminal investigation of bomb threats by the police may lead to the apprehension of persons responsible. The investigation itself may also serve as a deterrent for future “copycat” incidents.

**Emergency Medical Services (EMS)** – EMS personnel will provide urgent medical care in the event of an explosives incident.

**Fire Department** – The fire department can be present during bomb threat incidents in the event that fire suppression operations are needed, and will provide fire suppression and rescue operations in explosives incidents. Further, the fire department (Assistants to the Fire Marshal) must report all explosions to the Office of the Fire Marshal and Emergency Management (OFMEM). The OFMEM provides a 24-hour response for all explosions. The OFMEM is notified immediately of all fatal fires, explosions, and incidents causing injuries so that an OFMEM investigator can be assigned.”

**Floor Plans**

“Floor plans should be posted throughout the school in at least every classroom and at every entrance point to the school. In multi-level buildings, it is suggested that only floor plans relevant to a specific level be posted on that level.”

- Floor Plans should:
  - Identify exits and evacuations routes.
  - Not identify Command Post Locations, and Off-Site evacuation locations.
  - Be available to Police and other emergency services in paper and electronic format (S.P.E.A.R. and CIRK); and

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11 Ibid Pg. 49
12 Ibid Pg. 50
Police Copies should have clearly marked; classroom identifiers, entrances, portable locations, the service access corridors, command post locations (internal and external-back-up), and evacuation routes and collection points along with locations of any potential hazardous areas or substances.

- An alternate method of delivering the above plans (and access) and must be pre-arranged with HRPS and documented in the School Plan. Note this step is important should the central office area be rendered incapacitated and/or unsafe. It is suggested that a staff member can leave the rear of the premise with a master key.

**Other Considerations in the Structure of the Bomb Threat Plan**

Bomb Threat response plans should:
- provide for controlled access to critical areas of all facilities (e.g., the main office, electrical rooms, mechanical rooms);
- consider the use of electronic surveillance or closed-circuit television (CCTV), and if adopted, post notice in public areas.
- keep emergency exits clear and ensure steps in place to ensure compliance such as frequent inspections
- maintain inspections and log of first-aid kits and firefighting equipment
- assess exterior, interior and emergency lighting and maintain testing and log of emergency lighting stations and/or generators
- develop an inspection process for all incoming packages and mail
- consider other potential threats.

The above steps may prevent or assist in mitigating a bomb threat or device placement.

**Bomb Threat Intake Procedure**

According to the RCMP, most bomb threats are made over the telephone by anonymous callers. Some are received in the mail or by other means. It should be noted with the proliferation of technology, threats can be conveyed via a number of electronic methods. The plan should include methods to capture electronic threats.

Office staff members are most likely to receive bomb threats and should receive priority training on what to do upon receiving information concerning a bomb threat. In general, the person receiving the call should attempt to keep the person on the line as long as possible in an effort to obtain critical information and document the details of the call. The RCMP has provided an intake checklist which has been

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13 Ibid Pg. 52
merged into an all-inclusive document (Bomb Threat Intake Checklist). The original RCMP document link is also included. The merged checklist should be printed out and made easily accessible to office staff and/or included as an icon on office computer workstations. The person receiving the call should hang up if staying on the line would put them in imminent danger or prevent them from initiating proper response procedures.

It is important that the person taking the call remain calm, listen carefully, not interrupt the caller and document as much information as possible. This is not an easy task so it is highly advisable to spend sufficient time reviewing the checklist and requirements in the training phase of the plan. It is also advisable in the plan to have a pre-arranged signal for the call taker to alert fellow staff that a bomb threat is in progress. Fellow staff can read information on the form as it is being written and alert the principal or designate. This will also speed up the police response and other emergency services as required.

**Bomb Threat Intake Checklist**

- to be printed and posted electronically for easy access (Bomb Threat Intake Checklist)

**Initial Assessment of the Threat**

Initial assessment of the situation is the most challenging aspect of a bomb threat. A decision must be made whether to authorize a visual scan of the building (including grounds) and/or evacuate. “Hasty decisions to evacuate or to initiate a high-profile emergency response may encourage further incidents. However, the safety of students and staff is paramount during a bomb threat and therefore every threat must be assessed individually, based on known information.”

Police must be notified as soon as possible after a bomb threat is received. The provincial guideline does not make a mandatory order to either evacuate or authorize a scan. The provincial guideline recommends reviewing areas of concerns and assessing the threat. Decisions regarding scans and evacuations are made after a thorough assessment of known information and are continually re-evaluated throughout the incident.

The Principal shall review:

- the Bomb Threat Intake Checklist;
- activities taking place in the school at the time of the threat (e.g. examinations);
- whether a specific location for a bomb was stated or entire school;
- whether threat was specific to a certain time of future time/date;
- any recent negative incidents involving persons connected with the school;
- whether there has been any recent bomb threats or hoaxes

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14 Ibid Pg. 54
• the likelihood of anyone having the opportunity to place a bomb in the stated location
• whether a suspicious device/package has been located

Individual Board policy and consultation with senior Board officials will play a role in the decision to conduct a scan and/or evacuate. Initial contact with the police may be made while the principal (or designate) is conducting the assessment and making decisions.

The principal or designate shall provide the following information to the police dispatcher:

• the information contained on the Bomb Threat Checklist;
• activities taking place during the time of the threat;
• the status of any scan and/or evacuation;
• the contact person on arrival of police.

If information is given that the school is being been evacuated or if the principal believes an explosive incident is imminent then the Fire Department and EMS shall be notified by the HRPS Communications Bureau. If the previous conditions do not exist and if not requested, the HRPS will respond in a low profile manner. This may include plain clothes officers or uniform officers in a non-emergency response mode.

**Visual Scans**

The principal may direct staff to conduct a scan as part of the assessment of the situation. The school plan should have pre-designated staff for this endeavor and each staff member conducting the scan should have detailed knowledge of the area (and persons contained therein) that they are viewing. The plan should also outline the area of responsibility for each staff member. It must be noted that a scan is different from a thorough search. The scan by staff members is designed to be completed in a relatively short amount of time and it involves checking familiar areas such as classrooms and hallways. Depending on the information contained within the threat staff may also open cabinets and closets. This may be easier at a smaller elementary school versus a large high school. At this stage it would not involve anything intrusive in nature such as individual back packs and/or locker searches. Custodial staff should be designated to check areas normally off limits to the public such as access ways and equipment rooms, and receiving areas. Essentially the staff of an area would be responsible for scanning that area. If a threat was received for the entire premises the plan should include a staff member to look at outside areas such as parking lots and other gathering places.

**Suspicious Package or Device Located**
The individual school plans should ensure that students and staff are made aware to not touch suspicious packages but to report them immediately. The plan should also include the following procedures to be followed should a suspicious device or package be located during a scan:

- isolate and contain the area ensuring no one touches the device or package immediately;
- notify the principal or designate immediately;
- commence an evacuation zone of at least 46 meters around the object if located inside a building and 564 meters if the object is located outside;\(^{15}\)
- the Principal or designate shall immediately re-evaluate any decisions on further evacuation of the building in its entirety.
- Notify the police immediately of the updated information including the location and description of the device or package.

The principal or designate will work with the police and other emergency services to evaluate the need to relocate evacuees and/or the command posts. When staff and students must evacuate, they should be encouraged to take their belongings with them as unaccounted packages may lead to confusion. If items are left behind the plan should include a provision for a list of items left behind to be given to the police on-scene commander.

### Evacuations Procedures

“Every school plan must detail procedures to facilitate a safe and effective partial or full evacuation of the facility.”\(^{16}\) It is a requirement that the plans provide for a procedure to ending an evacuation. Staff and students must be made aware of their responsibilities and schools should consider holding bomb threat drills with either a full or partial evacuation.

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\(^{15}\) National Counter Terrorism Center; Online, Accessed 02Feb2016

“The decision to direct an evacuation should be made only after careful consideration of the risks. Because the most likely location for a bomb is in a common area, evacuation through common areas can increase risk.”\textsuperscript{17}

Staff should be made aware of who can order and terminate an evacuation as well as the locations for assembly outside of the school.

Once the principal or designate makes the decision to evacuate (which can be made in consultation with Board officials and the Police On-scene Commander) the following guidelines are provided:

- evacuation pathways must be made clear and areas around suspicious packages or devices should be avoided if possible;
- fire alarms should not be used for bomb threats unless there has been an explosive incident;
- use plain language instead of codes to commence an evacuation such as ask students to take their backpacks and other bags and belongings with them which will reduce the amount of packages and items left behind during a search;
- ensure a quick scan of evacuation routes is completed to ensure suspicious devices are not planted along these paths;
- ensure provisions are in place to assist those students who may not be able to evacuate on their own;
- in general, elevators should not be used during an evacuation however elevators supplied with back-up power may be used for staff and students who cannot navigate stairs;
- the Bomb Threat Plan or a separate Evacuation Plan should have provisions for a prolonged evacuation. This may include pick-up by parents and/or caregivers. Attendance must be taken to account for students who have left with parents and/or caregivers.

\textbf{Procedures following an Explosives Incident}

Each school plan must have a section on dealing with an explosive incident. An explosion can occur after a threat or without warning. It can also be caused by malfunctioning equipment or human error which would not necessarily involve criminal intent. Depending on the magnitude of the explosion a full evacuation may not be necessary. If the explosion results in a fire or is serious in magnitude than the fire alarm would be activated precipitating a full evacuation. If there is a minor explosion with no

\textsuperscript{17} Ibid Pg. 58
hazard of fire, a small immediate area evacuation may be sufficient. Containment of the explosive incident scene should be established as quickly as possible unless it is deemed unsafe.

Should an explosion occur, the principal and/or designate shall be immediately notified and evaluate the seriousness of the incident taking into consideration the source of the explosion, whether injuries occurred, along with the existing risk of further explosions and/or fire, and contact emergency services. Full or partial evacuations may be necessary depending on the magnitude of the explosion.

**Communications**

Internal:
Each plan should have a primary and secondary means of communication from within the school with staff alone and with staff and students. For example the first could be room to room phone extensions followed by PA room to room systems or staff runners.

External:
Each school plan should also have a communication component to deal with Emergency Services (typically Principal or designate), parents and the media including social media. For a protracted situation, the Police, Fire and EMS will have their own media relations members at the scene. It is extremely important that all external communications are discussed among the on-scene partner agencies (and approved by those in charge of the respective agencies) to ensure a timely and consistent message is provided that will yield important information (child pick-up locations) and attempt to reduce anxiety of parents, students, staff and the public. The other reason for jointly issued information releases is to not potentially compromise an investigation of the incident.

Parents should also be made aware that Bomb Threat Plans Exist along with Evacuation Plans and that drills will be conducted throughout the school year. It would also be a good practice to remind parents of upcoming drills and encourage parents to reinforce the importance of understanding the directions with regard to the Bomb Threat Drills as well as evacuations procedures. The methods of communicating with parents of various emergency plans including bomb threats can be made by way of news letters or via electronic means.

*Parents may receive updated information through a number of communication channels:*

- School website (if it is possible for the school staff to update)
- Halton Regional Police Service website ([www.haltonpolice.ca](http://www.haltonpolice.ca))
- Fire Department and EMS Websites
- Social Media
- School answering machine
- Outdoor electronic sign (if available)
- Media (radio and television stations)
- Parent/Home Notification systems (email and/or telephone message)

In a Bomb Threat situation without an evacuation when the situation has been stabilized, a pre-made sign should be placed on the main entrance of the school for parents/visitors who are trying to get into the building. The sign should indicate the following:

“Access to this school is restricted due to Police activity in/ in the vicinity of the school. You will be admitted once the situation is cleared by the police. “

If an incident is expected to be prolonged, an Information Centre will be established at a nearby location (outside the Police perimeter) where parents will receive regular updates on the situation.

**Child Care and Other Facility Occupants**

Principals must ensure that the appropriate staffs from organizations sharing facilities are aware of this procedure and that these organizations participate in planning, training, and drills.

**Outside of School Buildings – Procedures When a Bomb Threat is in Progress**

The school Bomb Threat Response Plan should include direction and pre-arranged gathering locations for students caught outside during a bomb threat event that causes an evacuation. Students and visitors outside of a school must be made aware of a bomb threat and should not enter a school that have been evacuated or is in the process of evacuating.

For students outside of a school, notification of a bomb threat with an evacuation order should be told via staff *runners* and preferably not with an external PA system as it may cause panic from the community.

**Training**

The plan should indicate when and how the training will be delivered. Different boards may choose different methods. The plan should account for informing all staff, students and other users of school property about the plan and their respective responsibilities.
The provincial guideline suggests assemblies for training secondary schools and allowing teachers at elementary schools to prepare students for an emergency evacuation.

Police, Fire and EMS are encouraged to be invited for consultation.

**Act (Drills)**

Bomb Threat Evacuation drills should be held in schools to reduce anxiety and maintain order should an emergency evacuation take place. It is recommend that school personnel work cooperatively with police partners on drills. The principal would be responsible for coordinating “drills with police support/assistance.” Schools should consider including Fire and EMS personnel during drills so they become familiar with the schools' bomb threat procedure.”¹⁸ The provincial guideline advocates giving staff, students and other school users advance notice and immediate warnings of Bomb Threat Drills.

Each Board shall consider their own notification policy to parents in terms of when drills take place.

**Evaluate**

Although not mandated, it is strongly advisable to hold debriefings and a log of all drills. A short debriefing can highlight gaps in a plan including communication and evacuation issues. Lessons learned should be incorporated into the plan so that the plan contains best practices. A section of the plan should indicate when and what was updated in the plan again, as a course of best practice. This can also be accomplished via an internal web site.

**Recovery after an Incident**

When a bomb threat and/or suspicious package/device are determined to be a hoax, carefully crafted communication must follow so as not incite further incidents. Should a serious situation occur with regard to a bomb threat or device the Board’s Trauma Response Teams would be called in to assist.

Both cases require effective communication with the parents and the media.

---

¹⁸ Ibid pg. 64
Bomb Threat Intake Check List

Upon receiving a phone call regarding a bomb threat:

✓ Initiate the pre-arranged signal to co-workers and/or supervisor(s).

Record the following:

Exact Wording of the Threat:

____________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Call Display Phone Number: _____________________________________________

Questions to ask:
What time will the bomb explode? ________________________________
Where is the bomb? _____________________________________________
What does it look like? ___________________________________________
Where are you calling from? ______________________________________
Why did you place the bomb? ______________________________________
What is your name? _____________________________________________

Identifying Characteristics:
Sex:  Male □  Female □  Unknown □
Age: Child [ ] Teen [ ] Young Adult [ ] Middle Age [ ] Elderly [ ] Unknown

Accent: ______________________________________________________________

Voice: Loud [ ] Soft [ ] Other ______________________________

Speech: Fast [ ] Slow [ ] Other ______________________________

Diction: Good [ ] Nasal [ ] Lisp [ ] Other ______________________________

Manner: Emotional [ ] Calm [ ] Vulgar [ ] Other ______________________________

Voice was familiar? Y / N  Explain: ______________________________________

Caller was familiar with the area?

Explain: ______________________________________________________________

Background Noise:

__________________________________________________________

Time of call ___________ and date of the call: ____________________

Line Bomb threat called in on: ____________________________________________

✓ Notify Principal (if not already notified through signal)

✓ Lock-in the phone number of the received call

✓ Have Principal or designate contact the police Miscellaneous Notes:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
Initial Assessment of this Threat

The Principal shall review the following:

The Bomb Threat Intake Checklist

Did the caller indicate a time and/or date of detonation? Y N
Did the caller seem familiar with the school? Y N
Did the caller give a reason? Y N
Did the caller give a location of the device

Any activities taking place? Any Negative Incidents at the School recently? Y N
Name activities:________________________
Name Event(s):__________________________
Persons involved:________________________
Persons Involved:________________________
Explain:______

Has a suspicious package or device been reported? Y N
Location of Device:________________________

Likelihood of anyone having opportunity and access to place a device? Y N
Explain:________________________________

DECISION

Initiate Visual Scan Only
Partial Evacuation Only
Full Evacuation

Results of Risk Matrix
Consultation with Board and/or Police.
*Principal may order evacuation without consultation*

Assessment of threat received & level of detail

Time:__________

Evac Area:
## Response Tracking

*Visual Scan Only*

<table>
<thead>
<tr>
<th>Area Scanned:</th>
<th>Staff Assigned:</th>
<th>Results</th>
<th>Time Completed</th>
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Response Tracking

Partial Evacuation Only

Evacuation Routes Checked    Y   N
School Announcement Made     Y   N

Description of area to be evacuated:

_____________________________________________________________________

_____________________________________________________________________

Evacuation Route (Describe):

_____________________________________________________________________

<table>
<thead>
<tr>
<th>Area(s) Evacuated</th>
<th>Staff Assigned</th>
<th>Collection Point</th>
<th>Time</th>
<th>Parents Notified</th>
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Media Release issued in conjunction with Police, Board and other Emergency Services

☐

School Media Liaison/Spokesperson: ________________________________

Board Media Liaison/Spokesperson: ________________________________

Police Media Liaison/Spokesperson: ________________________________

Police On-scene Commander: ________________________________

Fire On-scene Commander: ________________________________

EMS On-scene Commander: ________________________________
**Response Tracking**

- Evacuation Routes Checked Y N
- School Announcement Made Y N
- Collection locations safe Y N

- “This is a mandatory evacuation notice and all staff and students are required to exit the building immediately using the designated evacuation routes and collections points. Take only your belongings with you and do not attend your lockers.”

- Insert/Reference Evacuation chart from school plan.

<table>
<thead>
<tr>
<th>Area(s) Evacuated</th>
<th>Staff Assigned</th>
<th>Collection Point</th>
<th>Time</th>
<th>Parents Notified</th>
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Media Release issued in conjunction with Police, Board and other Emergency Services

- School Media Liaison/Spokesperson: ________________________________
- Board Media Liaison/Spokesperson: ________________________________
- Police Media Liaison/Spokesperson: ________________________________
- **Police On-scene Commander:** ________________________________
- **Fire On-scene Commander:** ________________________________
- **EMS On-scene Commander:** ________________________________
### Incident Log Notes

<table>
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<th>Action Taken</th>
<th>Person Assigned</th>
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Appendix F – Role / Mandate of the CAS

The Children’s Aid Society has the primary responsibility, under the Child and Family Services Act, to investigate allegations or evidence that children under the age of 16 are in need of protection.

The Children’s Aid Society also has the legal mandate to investigate allegations or evidence that a child may be in need of protection if the person under age of 18 is a Ward or under the supervision of the Children’s Aid Society.

The Role of Police

Police have the mandate to enforce the Criminal Code and other federal, provincial and municipal legislation and related regulations. Police must also comply with the Police Services Act.

In some instances the CAS will conduct joint interviews with Halton Police. The role of the Children’s Aid Society is to determine if abuse had occurred, ensure the protection of the child, and identify the initial treatment needs of the child. The role of the Police is to determine if a criminal act has been committed and if charges will be laid under the Criminal Code pertaining to allegations of child abuse.

The Role of the School during an Investigation

School Board staff has a major role to play in the identification of child abuse and child maltreatment. Every School staff has a duty to report suspected children in need of protection to the Children’s Aid Society.

Holding Children after School

In some circumstances a child (and his/her sibling) may need to be detained after school for the purpose of the investigation. Once the Child Protection Worker has arrived at the school he/she will assume full responsibility for the child (and his/her sibling) and the communication with the parent. The Child Protection Worker will show identification at the onset of the investigation.

If at any time school staff or C.A.S .personnel believe that there is a risk to safety; Police (911) should be called immediately.

CAS Access to Children

When a child protection investigation is being conducted it is imperative that the Children’s Aid Society and the Police be given access to the child. The principal/vice-principal shall ask the CAS staff for identification. The parents must not be notified unless CAS determines it is appropriate.
During the course of an investigation, the protection worker may discover that siblings of the interviewed child may also be at risk. These siblings may have to be interviewed as well, within the same school, or at different schools.

The CAS may also need to interview the children of another person where the caregiver is alleged to have caused harm to the child of another family. If CAS confirms they are in the process of a child protection investigation, principals/vice-principals should allow them access to the children in question. Parental contact is made only in consultation with the CAS worker.

**Informing Parents**

It is the obligation of the Children’s Aid Society to inform the parent of the referral.

In consultation with the principal/vice-principal, or the superintendent, the Children’s Aid Society, will determine when the parent will be informed of the referral and by whom. Informing the parents of the referral prior to CAS involvement may seriously jeopardize the investigation and may interfere with the protection of the child; therefore, this should not occur.
Appendix G – Guide for Officers re: Section 146 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 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 form, you are required to acquire some insight into the level of understanding of the young person you are interviewing in order to determine the appropriate language to use in explaining his/her rights. It would be of evidentiary value to record this initial interaction with the youth while gauging their level of understanding.
- This requirement involves learning something about the young person’s level of education, language and vocabulary skills, ability to comprehend and emotional state.
- This requirement can only be achieved by engaging the young person in conversation. Consideration should be given to the following non-exhaustive list of questions:
  - 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?”

Guide pour les Agents :
Déclarations en Vertu De l’article 146
De La Loi Sur Le Système de Justice Pénale Pour les Adolescents

La Cour d’appel de l’Ontario a souligné l’importance d’enregistrer sur bande vidéo toute déclaration d’une personne inculpée. Ceci est d’autant plus important lorsqu’on envisage d’inculper un adolescent ou d’enregistrer sa déclaration et qu’il faut lui expliquer clairement les éléments d’information prévus par l’article 146 en des termes adaptés à son âge et à sa compréhension. Le meilleur moyen de prouver que vous avez adapté vos explications à l’âge et au niveau de compréhension de l’adolescent en question est de procéder à un enregistrement sur bande vidéo.

- Il est impératif que l’adolescent comprenne bien tout ce qui lui est dit et expliqué.
- Il ne faut pas se contenter de lire la formule à l’adolescent et de lui demander s’il ou elle comprend.
- Une approche objective et personnalisée, qui tient compte du niveau intellectuel et de toute autre caractéristique personnelle de l’adolescent, est nécessaire lorsqu’on procède à une entrevue.
- Avant de poser l’une ou l’autre des questions figurant dans la formule de déclaration, vous devez vous faire une idée du niveau de compréhension de l’adolescent afin de déterminer le langage approprié à utiliser pour lui expliquer ses droits. L’enregistrement de ce contact initial avec l’adolescent pour évaluer sa compréhension aura force probante.
- À cette fin, vous devez vous renseigner sur le niveau d’éducation de l’adolescent, sur ses aptitudes langagières et l’étendue de son vocabulaire, sur sa capacité à comprendre ainsi que sur son état émotionnel.
- Pour cela, il n’y a pas d’autre moyen que d’engager une conversation avec l’adolescent. La liste ci-dessous, même si elle n’est pas exhaustive, pourra vous guider pour mener cette conversation :
  - Quel âge avez-vous?
  - En quelle classe êtes-vous?
  - Où allez-vous à l’école?
  - Avez-vous une difficulté d’apprentissage?
  - Étes-vous dans une classe d’éducation spéciale?
  - Avez-vous déjà été arrêté dans le passé?
  - Avez-vous déjà fait une déclaration à un agent de Police dans le passé?
- Lorsque vous aurez réussi à vous faire une idée suffisante du niveau de compréhension de l’adolescent, vous serez en mesure d’adapter votre explication des dispositions de l’article 146 à ses aptitudes.
- Même si rien ne vous oblige à demander à l’adolescent de vous réexpliquer ses droits, dans certains cas, cette technique vous permettra de vous assurer que vos explications étaient à la fois appropriées et suffisantes.
- Un moyen simple et approprié de déterminer si l’adolescent a bien compris est de lui demander « Pouvez-vous expliquer dans vos propres mots...»
Appendix H – Notification Flow Charts

Victims and Witnesses

Victim / Witness under 18

School notifies parent / guardian prior to commencement of interview

Parent / guardian contacted

Parent / guardian refuses for interview to commence, officer to conduct interview off of school property

Parent / guardian consents to interview and attends, or principal shall sit in during interview

Victim / Witness 18 years or older

School shall not notify parent / guardian unless the student agrees*

Unable to contact parent / guardian

Principal shall sit in during interview or contact the adult as agreed to by student

Student does not want parent / guardian present?

Principal may be present provided student / officer agree
Suspects under the age of 12

Police Investigation

Children under 12 can not be charged with an offence but can be apprehended by Police and turned over to the parent / guardian or CAS

An interview with a child under 12 will take place with the parent / guardian or if the parent / guardian is not available, with the principal
Suspects 12 to 17 years

*Interviewing of students this document.

Police Investigation

Young person notified of right to have a parent/guardian and counsel present during interview*

School attempts to contact parent/guardian to inform him/her that their young person is being interviewed*

Parent/guardian wishes not to attend/unable to locate

Principal shall be present during interview providing student agrees

Parent/guardian attending

Await for parent/guardian arrival within a reasonable time frame
Suspects 18 years and older

Police Investigation

Student will be advised of their legal rights as an adult

Neither the Police nor the school shall contact the student's parent/guardian without the permission of the student*
Appendix I – Other Related Documents

- Request for Police Presence
- Police and School Investigative Flow Charts
- Protocol Summary Brochure
- Emergency Response Poster
- VTRA Protocol (2 Documents)