



Emergency: a situation or an impending situation that by its nature or magnitude affects the health, safety, welfare and property of the school community and requires a controlled, prompt and coordinated response.

Rory McGuckin
Director of Education



School Emergency Response Plan

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School Emergency Response Plan

INTRODUCTION

The School Emergency Response Plan is intended to provide School Administrators with simple step-by-step emergency procedures in one convenient binder.

In the event of an emergency, the Principal will be able to carry crucial information in one binder like emergency telephone numbers, student and staff lists, lists of special needs students and staff, school's chemical inventory and floor plans.

This Plan and binder is designed so that information can be updated easily through the TCDSB Occupational Health and Safety Department.

For this Plan to be effective, it is important that school Principals inform school staff of all emergency procedures at least once per school year, preferably at the first staff meeting in September.

The ultimate goals of this Plan are to protect the health and safety of all TCDSB students and staff and to minimize the potential human and financial loss associated with many emergencies.

Common questions to all emergencies

- Where will the students go if evacuated?**
- How will they get there?**
- Who will accompany them?**
- Who will monitor attendance / records?**
- Who will I notify?**
- How will the parents know where the students are?**



School Emergency Response Plan

EMERGENCY TELEPHONE DIRECTORY

(FILL IN APPROPRIATE NUMBERS)

1. Police, Fire, Ambulance - 911
2. Poison Control Center, Hospital for Sick Children – (416) 813-5900
3. TCDSB Security _____
4. Superintendent of Education _____
5. TCDSB Communications _____
6. Facilities Management (Service Quality Supervisor) _____
7. Transportation Dept _____
8. OHS Dept _____
9. Emergency Evacuation Centers
 - a. Primary Location:
Address: _____
Telephone: _____
Contact: _____
 - b. Alternate Location:
Address: _____
Telephone: _____
Contact: _____

TAB 2

**EMERGENCY
PROCEDURES**



School Emergency Response Plan

BOMB THREAT

1. REMAIN CALM!
2. Person who receives the call in the main office will notify other staff in the main office by waving a sign (included in this binder).
3. Principal will notify all staff through the PA system with prearranged signal or code.
4. School staff will search their workstations/class for any suspicious object. Search will last no longer than 5 minutes.
5. **If a suspicious item is found – the area will be isolated. Activate the fire alarm and proceed to evacuate away from the isolated area.**
6. **Bring your School Emergency Response Plan. All teachers will bring their student class list.**
7. Administrators will wear the Emergency Arm Band (included in binder)
8. **Once outside, take attendance of all students and staff. Is anyone missing? Inform the Police Department.**
9. Follow all instructions by the Toronto Police Department. Do not return to the school until it is declared safe by the Police Department.
10. Notify your Superintendent of Education who in-turn will notify Director's Council and TCDSB Communications.
11. Are you able to return safely to your school? Do you need to relocate to your Primary Emergency Evacuation Center?



School Emergency Response Plan

CHEMICAL SPILL

1. Leave the immediate area and close all doors. Open windows if possible.
2. If there are injuries, call 9-1-1
3. Notify the OHS Dept and your Superintendent of Education.
4. The OHS Dept will determine the appropriate clean-up measures by reviewing the Material Safety Data Sheet.
5. Activate the fire alarm and evacuate the school if obnoxious vapours start traveling outside the isolated areas into the corridor and classrooms.
6. **Bring your School Emergency Response Plan. All teachers will bring their student class list.**
7. Administrators will wear the Emergency Arm Bands (included in binder)
8. **Once outside, take attendance of all students and staff. Is anyone missing? Inform the Fire Chief.**
9. Follow all instructions given by the Toronto Fire Department. Do not return to the school until it is declared safe by the Fire Department.
10. Notify your Superintendent of Education who will in turn notify Director's Council and TCDSB Communications.
11. Are you able to return safely to your school? Do you need to relocate to your Primary Emergency Evacuation Center?



School Emergency Response Plan

COMMUNITY EMERGENCY

There may be an emergency in the neighborhood or vicinity of the school (e.g.: industrial fire, chemical spill, hostage standoff) that may require the evacuation of the school or the lockdown of the school. City of Toronto Officials (the Fire Department, Police Department) have the jurisdiction to initiate whatever action is deemed appropriate. Please follow their directions.

1. Follow the directions of Emergency Response Officials (fire, police, EMS).
2. Are you being directed to close all windows and shut down the mechanical ventilation system? Do so immediately.
3. Are you being asked to lock all interior and exterior doors? Do so immediately.
4. Are you being asked not to dismiss class at the usual time? Please follow the instructions. Please call the Transportation Dept regarding the bus schedules.
5. Are you being asked to evacuate? Activate the fire alarm and proceed to evacuate.
6. **Bring your School Emergency Response Plan. All teachers will bring their student class list.**
7. Administrators will wear the Emergency Arm Bands (included in the binder).
8. **Once outside, take attendance of all students and staff. Is anyone missing? Inform the emergency response officials.**
9. In all cases, notify your Superintendent of Education who in-turn will notify the Director's Council and TCDSB Communications.
10. Are you able to return safely to your school? Do you need to relocate to your Primary Emergency Evacuation Center.



School Emergency Response Plan

FIRE

IF YOU DISCOVER FIRE OR SMOKE

1. Leave the fire area. Close all doors behind you.
2. Activate the fire alarm – use the manual pull station (Once activated, Central Security dispatches the Fire Department)
3. Proceed to evacuate. Close doors behind you. **DO NOT USE ELEVATORS**
4. **Bring your School Emergency Response Plan. All teachers will bring their student class list.**
5. Administrators will wear the Emergency Arm Bands (included in the binder)
6. **Once outside, take attendance of all students and staff. Is anyone missing? Inform the Fire Chief?**
7. Follow all instructions given by the Toronto Fire Department. Do not return to the school until it is declared safe by the Fire Department.
8. Notify your Superintendent of Education who will in turn notify Director's Council and TCDSB Communications.
9. Are you able to return safely to your school? Do you need to relocate to your Primary Emergency Evacuation Center?



School Emergency Response Plan

**LOCKDOWN PROCEDURE
(revised August 2008)**

1. Follow the Board's full, partial or shelter in place lockdown procedure
2. See Appendix 13 for detailed procedures



School Emergency Response Plan

NATURAL GAS LEAK

1. Is the smell of natural gas localized in the boiler room / mechanical room? If so, open the exit door of the boiler room that leads to the outside and close the entry door from within the school.
2. Custodial staff will locate the gas shut-off and turn it off.
3. Notify your Service Quality Supervisor who will report it to the Gas Company
4. If the smell is detected in corridor(s) / classrooms, pull the fire alarm and proceed to evacuate. **Do not operate any electrical switches**
5. **Bring your School Emergency Response Plan. All teachers will bring their student class list.**
6. Administrators will wear the Emergency Arm Bands (included in the binder).
7. **Once outside, take attendance of all students and staff. Is anyone missing? Inform the Fire Chief.**
8. Notify your Superintendent of Education who will in turn notify Director's Council and TCDSB Communications.
9. Follow all instructions given by the Toronto Fire Department. Do not return to the school until it is declared safe by the Fire Department.
10. Are you able to return safely to your school? Do you need to relocate to your Primary Emergency Evacuation Center?



School Emergency Response Plan

PLANT EMERGENCY (boiler failure)

If there is a boiler failure during the winter

1. Notify Facilities Management (Service Quality Supervisor).
2. Determine the estimated repair time.
3. Facilities Management will provide portable heaters.
4. Advise staff and students to wear their coats / jackets.
5. Notify your Superintendent of Education who in-turn will notify Director's Council, Superintendent of Facilities and TCDSB Communications.
6. Director of Education will invoke ***TCDSB Policy, A.16, Emergency School Closure***, only when all attempts to supply heat have been exhausted and outdoor temperatures are such that the health or safety of students and staff are in jeopardy.



School Emergency Response Plan

PLANT EMERGENCY (power outage)

If there is no electricity

1. Notify Facilities Management (Service Quality Supervisor) and your Superintendent of Education.
2. Determine the estimated repair time
3. Staff will be instructed to open all curtains to allow natural light
4. Does your school have mechanical and natural ventilation? If so, open classroom windows to allow for ventilation.
5. Director of Education will invoke ***TCDSB Policy, A.16, Emergency School Closure***, only when all attempts to supply electricity have been exhausted



School Emergency Response Plan

PLANT EMERGENCY (structural collapse eg: roof)

1. Pull the fire alarm and proceed to evacuate.
2. **Bring your School Emergency Response Plan. All teachers will bring their student class list.**
3. Administrators will wear the Emergency Arm Band (included in the binder)
4. **Once outside, take attendance of all students and staff. Is anyone missing? Inform the Fire Chief.**
5. Notify your Superintendent of Education who in-turn will notify Director's Council, Superintendent of Facilities and TCDSB Communications.
6. Are there any injuries? Call OHS Dept.
7. Director of Education will invoke ***TCDSB Policy, A.16, Emergency School Closure.***



School Emergency Response Plan

PUBLIC HEALTH THREAT

1. Does a staff member or student have a communicable disease as listed under the Health Protection and Promotion Act? Has the staff member / student died from a communicable disease. **If so, follow the direction of the Toronto Public Health Department. All communication to parents/staff is initiated by the Toronto Public Health Dept.**
2. **Maintain medical confidentiality at all times. Do not divulge the names of affected staff/students.**
3. Notify your Superintendent of Education who in-turn will notify TCDSB Communications and the OHS Dept.



School Emergency Response Plan

TCDSB INFLUENZA PANDEMIC PLAN

Background

Global outbreaks of influenza or pandemics are known to occur every 30 or 40 years. In the previous century, the world was affected by three influenza pandemics: the Spanish (1918), Asian (1957) and Hong Kong (1968)

The Spanish Pandemic alone killed an estimated 20 million people world-wide. Health officials are predicting that it is a matter of time when another influenza pandemic will affect countries throughout the world.

In preparation, both the Federal and Provincial Governments have created Influenza Pandemic Preparedness Plans.

The City of Toronto released their Plan in November 2005. This 165 page Plan is considered one of the most detailed emergency plans in Canada. The TCDSB was one of the many stakeholders who was consulted in the development of this Plan.

In the event of an Influenza Pandemic, the TCDSB will follow the direction of the Toronto Public Health Department, particularly involving decisions regarding school closure.

In developing the TCDSB Influenza Pandemic Plan, various assumptions were made. It is impossible to predict the severity of the next pandemic and its overall impact on schools. This Plan does assume the worst case scenario. This scenario involves the closure of all TCDSB schools.

This Plan is a living document. Changes will be made as circumstances change.



TCDSB INFLUENZA PANDEMIC PLAN

The World Health Organization (WHO) uses a chart with six phases as a system of informing the world of the seriousness of a pandemic threat. Each phase launches a series of actions in preparation for a pandemic.

Table 1: WHO Pandemic Status Chart (reference: <http://www.who/int>)

| | | |
|--|---|---|
| Inter-pandemic phase New virus in animals, no human cases | Low risk of human cases | 1 |
| | Higher risk of human cases | 2 |
| Pandemic alert New virus causes human cases | No or very limited human-to-human transmission | 3 |
| | Evidence of increased human-to-human transmission | 4 |
| | Evidence of significant human-to-human transmission | 5 |
| Pandemic | Efficient and sustained human-to-human transmission | 6 |

The world is currently in phase 3: a new influenza virus subtype is causing disease in humans, but is not yet spreading human to human.

The TCDSB Influenza Pandemic Plan is divided into three stages:

Stage 1: Prepandemic Stage (before a pandemic, corresponds to the WHO Pandemic Alert Phase, Phases 3, 4 and 5)

Stage 2: Pandemic Stage (WHO declares a pandemic to the world, corresponds to WHO Phase 6)

Stage 3: Post Pandemic (after the pandemic officially ends)

| | ACTION | RESPONSIBILITY |
|---|--|---|
| STAGE 1: PREPANDEMIC STAGE | <ul style="list-style-type: none"> • TCDSB Pandemic Plan Committee will meet and review the Plan | OHS (Committee Chair) |
| | <ul style="list-style-type: none"> • prepare information report to Senior Staff and Trustees | OHS |
| | <ul style="list-style-type: none"> • distribute Toronto Public Health (TPH) Fact Sheet on Influenza Pandemic to staff, Joint Health and Safety Committees, students and community | OHS and Communications |
| | <ul style="list-style-type: none"> • develop Communication Strategy | Communications |
| | <ul style="list-style-type: none"> • maintain TPH web site link on TCDSB web site | Communications |
| | <ul style="list-style-type: none"> • review and audit custodial infection control measures | OHS, Facilities |
| | <ul style="list-style-type: none"> • provide refresher inservice to custodians on infection control measures | OHS, Facilities |
| | <ul style="list-style-type: none"> • ensure custodial supplies are available during a pandemic | Facilities |
| | <ul style="list-style-type: none"> • promote handwashing and cough etiquette throughout the Board | OHS, Communications |
| | <ul style="list-style-type: none"> • liaise with TPH and determine if further action is required | OHS, Communications |
| | <ul style="list-style-type: none"> • liaise with Ministry of Education and determine if further action is required | Director |
| | <ul style="list-style-type: none"> • develop a business continuity plan, list all essential services, list all primary and backup staff that are involved in delivering the essential services based on a school closure scenario | Corporate Services, Business Services, Accounting, Payroll, Information Technology Human Resources |

| | ACTION | RESPONSIBILITY |
|--|---|--|
| <p>STAGE 2:</p> <p>PANDEMIC STAGE : WHO ANNOUNCES PANDEMIC</p> | <ul style="list-style-type: none"> • Convene Emergency Planning Committee (EPC) in the Board Room and activate the Emergency Operations Center (EOC) • comply with all Ministry of Health and TPH directives • communicate with TCDSB representative on City of Toronto's EOC • Liaise with Ministry of Education and Director from TDSB • prepare communication package for Trustees, Senior Staff, schools, students and community • Principals will monitor school absenteeism and provide daily updates to Communications. Medical notes will not be required. • Emergency Planning Committee will make decisions regarding local school closure if employee absenteeism reaches critical levels • Department Managers will monitor employee absenteeism. • promote handwashing and cough etiquette throughout the Board | <p>Planning and OHS</p> <p>EPC</p> <p>EPC, Planning</p> <p>Director of Education</p> <p>Communications and OHS</p> <p>Principals, Superintendents</p> <p>EPC</p> <p>OHS and Communications</p> |
| <p>PROVINCE ANNOUNCES PANDEMIC</p> | <p>In all likelihood, Province will order the closure of all schools</p> <p>Communicate school closure to all stakeholders (parents, day care centers, permit holders).</p> | <p>Communications, Development Services</p> |

| | ACTION | RESPONSIBILITY |
|---|---|--|
| <p>STAGE 2 CONT...</p> <p>PROVINCE ANNOUNCES PANDEMIC</p> | <ul style="list-style-type: none"> • School staff (teachers, secretarial / clerical, education assistants, child youth workers, Principals and Vice Principals) will be asked to remain home. HR issues involving unemployment insurance, salary, benefits and SEMS will be communicated at this time • School building will remain open to allow one custodian only per site to maintain the Plant (security, boiler rooms, mechanical rooms) depending upon the time of season (winter versus summer) • CEC staff will be asked to remain home. HR issues involving unemployment insurance, salary, benefits and SEMS will be communicated at this time • Emergency Planning Committee, Emergency Response Team, Facilities Management and other staff identified in the Business Continuity Plan will work from home, will try to maintain essential services and will keep up-to-date with developments through e-mail, telephone and video conferencing. | <p>Human Resources Payroll</p> <p>Facilities</p> <p>Human Resources Payroll</p> |
| <p>STAGE 3: POST PANDEMIC</p> | <ul style="list-style-type: none"> • Schools will reopen once the Province gives the direction to School Boards • Students and staff will be welcomed back • Emergency Planning Committee will lead the Board through a recovery period • Staff and students will be provided with counselling | <p>Director and Chair</p> <p>EPC</p> <p>Crisis Team</p> |



School Emergency Response Plan

SCHOOL BUS ACCIDENT / INCIDENT

1. The Bus Driver will call the Dispatcher from the Bus Company.
2. The Dispatcher will Call 9-1-1.
3. The Bus Company will call the School Principal and the Transportation Department.
4. Transportation Department will notify Director's Council, Superintendent of Education, Superintendent of Facilities and TCDSB Communications
5. The Principal will notify parents.



School Emergency Response Plan

SEVERE WEATHER (severe thunderstorm, tornado, blizzard)

1. If Environment Canada issues a severe thunderstorm warning and the thunderstorm is observed at recess or dismissal, keep all students in the school until the storm has passed.
2. If Environment Canada issues a tornado warning, move all students and staff to the central hallway on the ground floor. This is considered the safest location. Instruct students to kneel against the wall.
3. In the event of severe winter storms, the Director of Education will invoke **TCDSB Policy A.16, Emergency School Closure**, and will close school(s) by 6:30 a.m. Transportation Department will advise TCDSB Communications if transportation services are cancelled. TCDSB Communications will advise the media.
4. If winter conditions become severe during the school day, the Director of Education will invoke **TCDSB Policy A.16, Emergency School Closure**, by 12:00 noon and the TCDSB Communications will notify the media. If there is no announcement before 12:00 noon, schools will remain open for the day.
5. If school(s) close early, parents will be notified and arrangements will be made to pick-up students.



School Emergency Response Plan

WORKPLACE OCCUPATIONAL FATALITY

1. Call 9-1-1
2. Notify the OHS Dept and your Superintendent of Education
3. The OHS Dept will notify the Ontario Ministry of Labour, the respective Joint Health and Safety Committee designated worker members, Director's Council and TCDSB Communications.
4. Do not disturb the accident scene.

EMERGENCY PLANNING COMMITTEE

CHAIR OF THE BOARD

DIRECTOR OF EDUCATION

DEPUTY DIRECTOR, ACADEMIC AFFAIRS

DEPUTY DIRECTOR, BUSINESS SERVICES

EXECUTIVE SUPERINTENDENT, PLANNING AND FACILITIES

SUPERINTENDENT OF EDUCATION, HUMAN RESOURCES

LEGAL COUNSEL / ADMINISTRATOR, LEGAL SERVICES

COORDINATOR, COMMUNICATIONS

SENIOR MANAGER, OCCUPATIONAL HEALTH AND SAFETY

EMERGENCY RESPONSE TEAM

SENIOR COORDINATOR, PLANNING

SENIOR COORDINATOR, OPERATIONS AND MAINTENANCE

SENIOR COORDINATOR, FINANCE

SENIOR COORDINATOR, BUSINESS SERVICES

SENIOR COORDINATOR, PAYROLL

SENIOR COORDINATOR, HUMAN RESOURCES

SENIOR COORDINATOR, COMPUTER SERVICES

SENIOR COORDINATOR, INFORMATION TECHNOLOGY

COORDINATOR, TRANSPORTATION

SENIOR MANAGER, MATERIALS MANAGEMENT

PLANNING CHECKLIST

Appendix 2

Planning Checklist for Schools – Prepared by Toronto Public Health

| Planning Issues | Completed yes/no | Comments |
|--|---------------------|----------|
| Does your organization have an emergency plan? | | |
| Does your organization have a continuity plan? | | |
| Have you identified which tasks and positions would be essential during an emergency? | | |
| Have you considered how to keep your organization operational with a large number of staff ill and unable to work? | | |
| Have you considered alternative strategies on how to continue service delivery when normal methods are disrupted? | | |
| Do you have a mechanism to monitor increases in staff absenteeism? | | |
| Have you considered how you would communicate information to your staff and parents in an efficient manner? | | |
| Have you considered how you would provide your staff with support and counseling? | | |
| Have you developed a scale back plan for your organization for decreasing or altering the services that you offer? | | |
| Do you know where to get up-to-date and accurate information about influenza and the pandemic? | | |

| | | |
|---|--|--|
| Have you trained your employees on proper hand washing and respiratory hygiene? | | |
| Have you educated children on proper hand washing and respiratory hygiene? | | |
| Is your cleaning staff aware of proper disinfecting techniques during a pandemic? | | |
| Have you considered stockpiling necessary supplies? | | |
| Have you considered how to deal with employees who report to work ill? | | |
| Have you considered how to deal with a child who becomes ill after coming to day nursery? | | |
| Have you made your employees aware of emergency response plans? | | |
| In case of a death on site, do you know who to contact? (i.e., EMS, coroner, funeral home)? | | |



**Toronto
Pandemic Influenza
Plan**

 **TORONTO** Public Health

November 2005

Important decisions will be made about community-based disease control strategies aimed at minimizing the transmission of influenza in the community. Medical Officer of Health, together with other levels of government, will be responsible for decisions regarding the implementation of community-based disease control strategies in order to best protect the public. The triggers for the following measures will depend on the measure and on the way the pandemic unfolds. In general, implementation decisions regarding these measures will likely be made locally. However, it is recognized that directions may also be forthcoming from the Federal and Provincial governments to ensure consistency of a broad-based approach.

In the pandemic response phase, the Toronto Public Health general message to the public will be to stay home from public events/locations whenever possible, particularly if they are ill and to practice “social distancing” whenever possible. Reduction of non-essential travel will be stressed.

5.1 Stay home (i.e., self-isolate) if you have fever and new onset of respiratory symptoms

Individuals who are ill will be asked to stay home from work, school/day nursery and public events. The key message will be to isolate yourself at home, adults for a minimum of 5 days after onset of symptoms (7 days for young children) or until symptoms have resolved or whichever is longer. Infection control measures should be implemented if ill individuals must leave their home to visit a health care provider (e.g., phone ahead, wear a mask).

5.2 School/Day Nursery Closures

Closure of schools and day nurseries will need to be considered, as children are known to be efficient transmitters of influenza. Closing schools and large day nurseries may reduce transmission or delay spread of the disease (both in this age group and in younger siblings, parents and close contacts of school and child care attendees). These control measures will undoubtedly cause increased hardship to parents and caregivers and will have profound effects on the business sector, as parents/caregivers may need to take time off work to provide child care. The costs/benefits will need to be weighed before making the decision to implement this control measure. The Canadian Pandemic Influenza Plan outlines advantages and disadvantages of this public health measure. It states that this strategy would be triggered by the declaration of one or more confirmed cases in the local community by the local public health authority (i.e., confirmation of pandemic presence) and depending on the epidemiological context (i.e., extent to which these settings are expected to contribute to transmission based on observed age of cases etc.). It would not be necessary or desirable to wait until spread within these settings is demonstrated.

TPH is working with the provincial public health measures workgroup to further develop criteria and triggers for the implementation of this measure. This will help ensure a consistent response across the province. Discussions are beginning at the provincial level with the Ministry of Education and TPH has begun discussing this control measure with the school boards in Toronto and once criteria have been developed, they will need to be communicated to local school officials.

5.3 Large Gathering Restrictions/Cancellations

Consideration will need to be given to the benefit of canceling indoor large gatherings in the community. This could potentially decrease the number of opportunities for exposure to influenza from close proximity to others. Gatherings may include funeral services, sporting

events, religious gatherings, conferences or any other large public events. Planning will need to continue to identify criteria and triggers for such decisions with key stakeholders and the provincial and federal public measures workgroups.

Due to the unknown effectiveness and difficulty with sustainability of canceling or restricting large indoor public gatherings, it is not recommended as a broad public health measure.

If the epidemiology of the pandemic suggests higher morbidity and/or mortality in specific types of individuals (e.g. adolescents) then cancellation of specific events known to attract this "high-risk" group should be considered especially if the virus is being efficiently transmitted. The objective of these "targeted" cancellations/restrictions would be to reduce transmission.

5.4 Social Distancing

Once pandemic influenza has arrived in the community, people may want to consider using "social distancing" as a way to reduce the risk of being exposed to the influenza virus. The more people you are in contact with, the more you are at risk for coming in contact with someone who is infected with influenza. Social distancing means reducing or avoiding contact with other people, as much as possible. Some possible strategies for social distancing include:

- Minimize visitors to your home.
- Cancel or postpone family gatherings, outings or trips.
- Avoid shaking hands, hugging, or kissing people as greetings.
- Stock up on household items (6 to 8 weeks) such as groceries or other supplies (e.g. cleaners, tissues, medications) so you do not have to go shopping as often. This will ensure that you are ready in the event of an emergency in the community such as pandemic influenza.
- Avoid peak shopping times and find out which stores are open 7 days a week/24 hours per day.
- Order groceries online or over the phone for delivery.
- Arrange to pay bills at ATMs, online or over the phone.
- Work from home or arrange to work flex hours to avoid rush hour crowding on public transit.
- At work, minimize your contact with other people: keep your office door closed; use stairs instead of crowded elevators; bring your lunch to work and eat at your desk away from others; cancel non-essential face-to-face meetings and instead use teleconferencing, videoconferencing, emails, or fax; and if you need to meet with people, stay at least one meter apart (three feet).
- Consider walking, driving or riding a bike.

Decision Chart for Situations to Avoid During a Pandemic

Black box – Consider canceling or postponing events and avoid places that are listed (or similar to those listed).

Grey boxes – If possible avoid places and events in the grey boxes

Light grey boxes – May attend places or events in the light grey box, but continue to use good personal and environmental hygiene practices.

| | | How many people am I in contact with? | | |
|----------------------------------|-------------------------------|---|--|---|
| | | Very Crowded | Many People | A Few People |
| How long am I in this situation? | Prolonged (over 4 hours) | <ul style="list-style-type: none"> • Day nursery • Elementary & high school • Post-secondary institutions (including dormitories) | <ul style="list-style-type: none"> • Closed workplaces | <ul style="list-style-type: none"> • Home • Baby-sitting |
| | Intermediate (over 1 hour) | <ul style="list-style-type: none"> • Entertainment venues (movies, concerts) • Sporting events • Community centres • Swimming pools | <ul style="list-style-type: none"> • Day tours (via buses, boats) • Religious gatherings • Business conventions and trade shows • Weddings or funerals • Playgrounds • Team sport activities | <ul style="list-style-type: none"> • Restaurants • Shopping malls |
| | Short (less than 1 hour) | <ul style="list-style-type: none"> • Public transit during rush hour • Retail stores during major sales events | <ul style="list-style-type: none"> • Public waiting areas or lines (e.g. banks, grocery stores, etc.) | <ul style="list-style-type: none"> • Home deliveries |

Adapted from Vancouver Coastal Health Regional Pandemic Influenza Response Plan

5.5 Community Use of Masks - Use of masks by well individuals

The use of masks is a difficult and unresolved issue. There is no evidence that the use of masks in general public settings will be protective when the influenza virus is circulating widely in the community. However it is acknowledged that individual people who are wearing a surgical mask properly at the time of an exposure to influenza may benefit from the barrier that a mask provides. At this time the Canadian and provincial plans recommend the use of surgical masks and eye protection for health care workers providing direct care (face-to-face contact) to patients with influenza-like illness.

Handwashing



Always Wash Your Hands

- before and after touching food or rubbing your eyes
- after
 - using the washroom
 - handling garbage
 - outdoor activities
 - touching pets or other animals
 - sneezing, coughing or blowing your nose



Pandemic Flu Planning Checklist for Individuals and Families

You can prepare for an influenza pandemic now. You should know both the magnitude of what can happen during a pandemic outbreak and what actions you can take to help lessen the impact of an influenza pandemic on you and your family. This checklist will help you gather the information and resources you may need in case of a flu pandemic.

1. To plan for a pandemic:

- Store a supply of water and food. During a pandemic, if you cannot get to a store, or if stores are out of supplies, it will be important for you to have extra supplies on hand. This can be useful in other types of emergencies, such as power outages and disasters.
- Have any nonprescription drugs and other health supplies on hand, including pain relievers, stomach remedies, cough and cold medicines, fluids with electrolytes, and vitamins.
- Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home.
- Volunteer with local groups to prepare and assist with emergency response.
- Get involved in your community as it works to prepare for an influenza pandemic.

2. To limit the spread of germs and prevent infection:

- Teach your children to wash hands frequently with soap and water, and model the correct behavior.
- Teach your children to cover coughs and sneezes with tissues, and be sure to model that behavior.
- Teach your children to stay away from others as much as possible if they are sick. Stay home from work and school if sick.

3. Items to have on hand for an extended stay at home:

| Examples of food and non-perishables | Examples of medical, health, and emergency supplies |
|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Ready-to-eat canned meats, fruits, vegetables, and soups<input type="checkbox"/> Protein or fruit bars<input type="checkbox"/> Dry cereal or granola<input type="checkbox"/> Peanut butter or nuts<input type="checkbox"/> Dried fruit<input type="checkbox"/> Crackers<input type="checkbox"/> Canned juices<input type="checkbox"/> Bottled water<input type="checkbox"/> Canned or jarred baby food and formula<input type="checkbox"/> Pet food | <ul style="list-style-type: none"><input type="checkbox"/> Prescribed medical supplies such as glucose and blood-pressure monitoring equipment<input type="checkbox"/> Soap and water, or alcohol-based hand wash<input type="checkbox"/> Medicines for fever, such as acetaminophen or ibuprofen<input type="checkbox"/> Thermometer<input type="checkbox"/> Anti-diarrheal medication<input type="checkbox"/> Vitamins<input type="checkbox"/> Fluids with electrolytes<input type="checkbox"/> Cleansing agent/soap<input type="checkbox"/> Flashlight<input type="checkbox"/> Batteries<input type="checkbox"/> Portable radio<input type="checkbox"/> Manual can opener<input type="checkbox"/> Garbage bags<input type="checkbox"/> Tissues, toilet paper, disposable diapers |

RESOURCES ON INFLUENZA PANDEMIC

World Health Organization, Pandemic Preparedness

http://www.who.int/csr/disease/avian_influenza/pandemic/en/index.html

U.S. Center for Disease Control

<http://www.cdc.gov/flu/pandemic/>

Government of Canada: Public Health Agency for Canada, Pandemic Influenza Plan

<http://www.phac-aspc.gc.ca/cpip-pclcpi/index.html>

Province of Ontario: Ministry of Health and Long Term-care, Influenza pandemic Plan

http://www.health.gov.on.ca/english/providers/program/emu/pan_flu/pan_flu_plan.html

City of Toronto: Toronto Pandemic Influenza Plan

<http://www.toronto.ca/health/pandemicflu/index.htm>

APPENDIX 7

CITY OF TORONTO EMERGENCY PLAN DESIGNATED DISASTER SITUATION

APPENDIX 8

CLASS LIST

APPENDIX 9

STAFF LIST

APPENDIX 10

SPECIAL NEEDS STUDENTS / STAFF

APPENDIX 11

CHEMICAL INVENTORY

APPENDIX 12

FLOOR PLANS

APPENDIX 13

LOCKDOWN



Threats to School Safety

Response Procedures



Threats to School Safety Response Procedures

*Original Document 2006
Revised 2008-9*

Shelter in Place

Hold & Secure

Lockdown

Concealed Weapons

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Threats to School Safety

Introduction

The Toronto Catholic District School Board has a primary responsibility to ensure the safety of students and staff inside Board buildings and on Board property.

Central administrative policies and procedures provide direct support to school principals and vice-principals in the management of a crisis situation. These supports have been developed through community consultation and through collaboration with the Toronto Police Service.

This reference is intended to assist you *in the first hours* when *a threat to school safety occurs in or near your school*.

- **Shelter in Place**

Possible Environmental Danger in the School Neighbourhood

- **Hold and Secure**

Possible Danger in the School Neighbourhood

- **Lockdown**

Danger on the School Site

- **Concealed Weapon**

Presence of Weapons

Important Considerations

When Responding to a Threat to School Safety

1. Your response may be influenced by your proximity to the event.

For example:

- whether you are personally involved in the incident
- whether you are near the incident scene, but not directly involved
- whether you are away from your school at another location

2. Your ability to gauge the reliability of the information you receive about a threat can have a significant impact on the outcome.

- the initial information you receive about a crisis often contains erroneous assumptions and misinformation
- the process by which you investigate, interpret and respond to a crisis is critical to the outcome
- speculation and rumours will travel quickly and may obscure the facts
- your firsthand observations may be strongly affected by the nature of the incident
- your personal emotional and physical reactions may affect your decision-making abilities
- it is often difficult to obtain accurate information from someone who has experienced a traumatic event

A true and accurate fact pattern takes time to emerge.

It will be necessary to continually evaluate the situation

and to revise your responses.

Initiating, Lifting and Follow-up to Threat Responses

Initiating a Threat Response

Once the Principal has determined the nature of the threat, it is important to initiate the appropriate threat response procedure in accordance with the guidelines outlined herein.

Due to the rapid progression of events, it may be necessary to delegate responsibilities to other members of the community. This highlights the need for proactive planning and practice.

It will be necessary for the Principal to delegate procedures outlined on the Administrator Checklists for an efficient and effective response.

If it is possible and safe to do so, document unfolding events once a threat response has been initiated.

Lifting the Threat Response

Once school officials receive word from Police or Emergency Services that the danger has passed, the threat response will be lifted. Staff must be aware that direction to lift a threat response will only be issued by school administration or emergency personnel.

Follow-up to a Threat Response

The Principal must communicate to Board officials and the school community both the details of the threat and the effectiveness of the school response. Any letters to the school community will be drafted by the Communications Dept. in consultation with the school. Specific recommendations are included in the outline of each procedure. The Crisis Response Team is available to assist the school community.

Preparing your Response

When confronted with a threat to school safety, there are some broad questions to consider that will inform the actions you will take. These will enable you to clarify needs and priorities, prepare a strategy and implement a response:

- 1. What is the nature of the threat?**
- 2. What is the potential for escalation and/or heightened risk?**
 - Your first priority is to minimize the ongoing danger and to ensure the health and safety of everyone in the school
 - Maintaining a state of 'deliberate calm' within the school is paramount at this time
- 3. Are emergency services required?**
- 4. Is there need to ensure access/direction for emergency vehicles?**
- 5. Is there information about the crisis that requires further verification and assessment?**
 - Your ability to listen carefully as information comes in is critical
 - Your response will require decisiveness, flexibility and effective communication
 - Ensure that all of those directly involved have been interviewed
- 6. Is the area secured for purposes of safety and evidence-gathering?**
 - Take measures to de-escalate the situation if possible
 - Assign personnel to supervise the secured area as needed
- 7. What immediate legal or regulatory compliance issues should be addressed?**
 - Contact your Superintendent and Communications Dept. for information and assistance
- 8. What personnel need to be contacted immediately?**
 - Follow TCDSB notification protocol
- 9. Has an alternate evacuation site been determined and communicated to the Board and the school community?**
- 10. Have parents been informed that a staging area may be established by Police in order to provide updates and direction?**

Communication Plan

During a threat to school safety, it is the Principal's responsibility to inform all relevant groups according to the TCDSB notification process. This task may need to be delegated.

1. Superintendent

- a) This is the first contact after emergency services have been notified.
- b) The Superintendent will then inform:
 - o Director of Education
 - o Communications Department
 - o Transportation Department
 - o Local trustee
 - o Chair of the Board

2. Parents

- a) Post signs on doors and windows. Note: will not apply in a lockdown response.
- b) Prepare a message for the school answering system. The Communications Dept. will assist in developing this message. Note: will not apply in a lockdown response.
- c) The Communications Dept. will endeavour to notify parents; however, certain situations may preclude this possibility.
- d) Remind parents that access to the school/students is not permitted during periods of threat to school safety.
- e) Suggest that parents keep informed through media reports. In certain situations, a parent staging area will be established in order to provide information updates and direction.

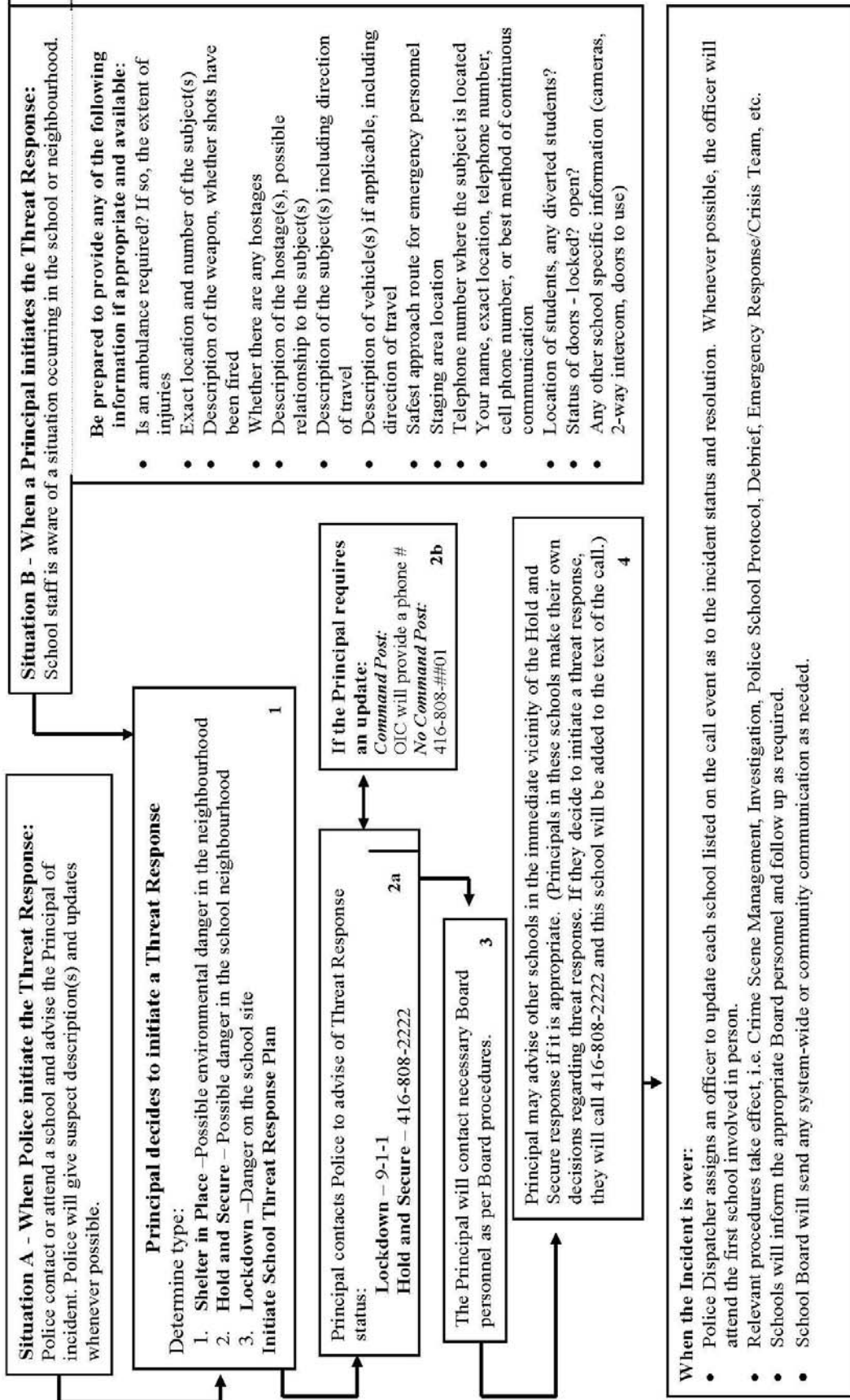
3. Communications Department

- a) Provide the details of the threat to school safety.
- b) Include school name and address, number of staff and students, Principal's contact information.

When the media request information:

- 1. Call TCDSB Communication, Public and Media Relations Department for direction.
- 2. Remind staff that only authorized TCDSB personnel should speak to the media. Direct all calls from the media to TCDSB Communications, Public and Media Relations Dept. **416 222-8282 , ext. 5314**
- 3. Do not allow the media to film or speak with students without parental permission.

Coordinating School Threat Response between TPS and TCDSB Schools



Situation B - When a Principal initiates the Threat Response:
School staff is aware of a situation occurring in the school or neighbourhood.

Be prepared to provide any of the following information if appropriate and available:

- Is an ambulance required? If so, the extent of injuries
- Exact location and number of the subject(s)
- Description of the weapon, whether shots have been fired
- Whether there are any hostages
- Description of the hostage(s), possible relationship to the subject(s)
- Description of the subject(s) including direction of travel
- Description of vehicle(s) if applicable, including direction of travel
- Safest approach route for emergency personnel
- Staging area location
- Telephone number where the subject is located
- Your name, exact location, telephone number, cell phone number, or best method of continuous communication
- Location of students, any diverted students?
- Status of doors - locked? open?
- Any other school specific information (cameras, 2-way intercom, doors to use)

If the Principal requires an update:
Command Post:
OIC will provide a phone #
No Command Post:
416-808-##01

Principal may advise other schools in the immediate vicinity of the Hold and Secure response if it is appropriate. (Principals in these schools make their own decisions regarding threat response. If they decide to initiate a threat response, they will call 416-808-2222 and this school will be added to the text of the call.)

When the Incident is over:

- Police Dispatcher assigns an officer to update each school listed on the call event as to the incident status and resolution. Whenever possible, the officer will attend the first school involved in person.
- Relevant procedures take effect, i.e. Crime Scene Management, Investigation, Police School Protocol, Debrief, Emergency Response/Crisis Team, etc.
- Schools will inform the appropriate Board personnel and follow up as required.
- School Board will send any system-wide or community communication as needed.

Shelter in Place

Possible Environmental Danger in the Neighbourhood

A Shelter in Place response is initiated in heightened risk situations.

Heightened Risk is defined as an external environmental threat in the area of the school.

Examples could include:

- a chemical spill or gas leak in the neighbourhood
- the presence of smoke or fire in the vicinity
- extreme weather conditions

These incidents require prudent action but do not require the implementation of

Hold and Secure or ***Lockdown*** Procedures.

In most instances, the school will be contacted by the Toronto Police Service or other agencies, such as, Toronto Fire Services, having jurisdiction over the incident. They are responsible for managing the crisis and will recommend that the school initiate a **Shelter in Place** response.

In the event the school receives information of a serious nature from other sources, the Principal should call **416 808 -2222** to determine whether the school falls within the parameters of the **Shelter in Place** response.

Shelter in Place Procedures

When the Principal or designate determines that a **Shelter in Place** response is necessary, these procedures should be followed:

Communication

- 1) Ring school bell – **3 sets of 3 rings**.
- 2) Make a P.A. announcement stating:

**Our school is initiating a *Shelter in Place* response.
Staff and students are to respond accordingly.**
- 3) Inform all occupants, tenants and visitors (permit holders, daycare centres, etc.) that a **Shelter in Place** response has been initiated.
- 4) Call 911 if necessary. Typically, this will not be necessary, as the **Shelter in Place** response has been initiated by Police/Emergency Services.
- 5) Ensure that both a telephone line and a cell phone connection are kept open for incoming communication from Police, Board personnel, etc.
- 6) Contact your Superintendent and TCDSB Communications Dept.
- 7) Contact TCDSB Transportation Dept. to advise of the **Shelter in Place** response.
- 8) Prepare a message for the school answering system indicating that a **Shelter in Place** response is in effect at the school.

Securing the School Buildings

- 9) Ensure that air exchange systems (fans, exhausts and air conditioners, etc.) are turned off when applicable.
- 10) Students / staff outside school buildings and portables should proceed indoors promptly.
- 11) Exterior doors should be secured and monitored by staff to permit entry of persons and to prohibit anyone from leaving.
- 12) **Shelter in Place** signs are posted on exterior doors.
- 13) Windows and window coverings are closed.

Securing Persons

- 14) Attendance should be taken in each room, noting those who are absent.
This includes all classrooms, cafeterias, gyms, hallways, libraries, offices, etc.
- 15) Non-teaching staff should report to a previously designated location (Main Office, library, etc.).
- 16) Adults should remain calm and reassure students that the situation is under control. Students should be aware that the **Shelter in Place** response may be in effect for an extensive period of time.
- 17) Cell phones and electronic devices should be turned off.
- 18) No calls for information should be made to the office. Updates will be provided.
- 19) Normal operations may continue inside the school, however, all outdoor activities are cancelled.

Lifting the Shelter in Place Response

When the Principal receives information from Police or other Emergency Services that the **Shelter in Place** response may be lifted (i.e., the danger has passed), these procedures should be followed:

1. Ring the school bell - **3 sets of 3 rings**.
2. Make a P.A. announcement stating:

The *Shelter in Place* response has been lifted.
3. Communicate specific instructions as required, e. g., revised bus schedules, dismissal procedures, etc.

Please note:

If the Principal has invoked the **Shelter in Place** response independent of Police or other Emergency Services, it is the responsibility of the Principal to confirm with the local Police Division that the **Shelter in Place** response may be lifted.

Follow-Up

1. In consultation with the TCDSB Communications Department:
 - Update the school answering system message.
 - Prepare a scripted response to be given to callers.
 - Amend auto-attendant message if needed.
 - Prepare a letter for the school community to communicate the details of the incident and response.

2. Schedule a meeting with staff to debrief the incident and response.

Shelter in Place Response School Bus Considerations

Notify the TCDSB Transportation Dept. that a Shelter in Place response has been initiated at your school. The Transportation Dept. will provide direction.

School Bus Arrivals

1. If buses are arriving at the school:
 - designate the safest access to the building, i.e., entry furthest from the danger, as the drop off point
 - have staff escort students from the bus to the school / portables
2. If buses are redirected to an alternate drop-off site:
 - use Bus Lists to record the names of students who have been relocated
 - notify parents/caregivers to collect students at the alternate site

School Bus Departures

1. If students can be safely dismissed from the school:
 - have staff escort students to buses using the exit furthest from danger
 - use Bus Lists to record the names of students who are placed on buses
 - have staff remain on site until all students have departed by bus or have been collected by parents
2. If students cannot be safely dismissed from the school:
 - retain students pending instructions from Police and Emergency Services, Superintendent, Communications Dept. and Transportation Dept.

School Buses in Transit

If a school bus approaches a designated drop-off site where:

- a) Emergency Services are restricting access **or**
- b) Transportation Dispatcher has advised of an emergency situation,

the driver will follow established TCDSB Transportation protocols.

Hold and Secure

Possible Danger in the Neighbourhood

A Hold and Secure response is initiated when the threat is proximate to, but not inside the building. It poses no immediate danger to students or staff unless they leave the building.

Examples could include:

- police activity on the school grounds
- a crime in progress
- police searching for an offender in the neighbourhood

In most instances, the school will be contacted by the Toronto Police Service or other agencies having jurisdiction over the incident. They are responsible for managing the crisis and will recommend that the school initiate a **Hold and Secure** response.

In the event the school receives information of a serious nature from other reliable sources, the Principal will consider whether a **Hold and Secure** response is necessary and will:

- Call 911 if the information received indicates the potential for immediate impact on the school
- Call the local police division (416 808 - ##00*) to determine whether the school falls within the parameters of the **Hold and Secure** response.

* ## refers to your local police division number

Hold and Secure Procedures

When the Principal / designate determines that a **Hold and Secure** response is necessary, these procedures should be followed:

Communication

- 1) Ring school bell - **3 sets of 3 rings**.
- 2) Make a P.A. announcement stating:

**Our school is initiating a *Hold and Secure* response.
Staff and students are to respond accordingly.**
- 3) Inform all occupants, tenants and visitors (permit holders, daycare centres, etc.) that a **Hold and Secure** response has been initiated.
- 4) Ensure that both a telephone line and a cell phone connection are kept open for incoming communication from Police, Board personnel, etc.
- 5) Contact your Superintendent and TCDSB Communications Dept.
- 6) Contact TCDSB Transportation Dept. to advise of the **Hold and Secure** response.
- 7) Prepare a message for the school answering system indicating that a **Hold and Secure** response is in effect at the school.

Securing the School Buildings

- 8) Persons outside school buildings and portables must proceed indoors promptly. Students and staff who are some distance from school buildings may assemble at the school's emergency evacuation location, pending further instruction.
- 9) Exterior doors should be locked and monitored by staff to permit entry of staff / students and to prohibit anyone from leaving.
- 10) **Hold and Secure** signs are posted on exterior doors.
- 11) Windows and window coverings should be closed.
- 12) Lights may be left on unless otherwise advised.

Securing Persons

- 13) Students / staff should move as far as possible from doors and windows.
- 14) Attendance should be taken in each room (including all classrooms, cafeterias, gyms, hallways, libraries, offices, etc.), noting those who are absent or unaccounted for. This information should be reported when requested.
- 15) Unless otherwise advised, most school activities can continue during a **Hold and Secure** response. There should not, however, be any movement outside school buildings and portables.
- 16) Adults should remain calm and reassure students that the situation is under control. Students should be aware that the **Hold and Secure** response may be in effect for an extensive period of time.
- 17) Cell phones and electronic devices should be turned off.
- 18) No calls for information should be made to the office. Updates will be provided.

Lifting the Hold and Secure Response

When the Principal receives information from Police or Emergency Services that the **Hold and Secure Response** may be lifted (i.e., the danger has passed), these procedures should be followed:

1. Ring school bell - **3 sets of 3 rings**.
2. Make a P.A. announcement stating:

The *Hold and Secure* response has been lifted.
3. Unlock doors / windows and resume normal routines.
4. Communicate specific instructions as required, e.g., revised bus schedules, dismissal procedures, etc.

Please note:

If the Principal has invoked the **Hold and Secure** response independent of Police or Emergency Services, it is the responsibility of the Principal to consult with the local Police Division to ensure that the danger has passed.

Follow-Up

1. In consultation with the TCDSB Communications Department:
 - a. Update the school answering system message.
 - b. Prepare a scripted response to be given to callers.
 - c. Amend auto-attendant message if needed.
 - d. Prepare a letter for the school community to communicate the details of the incident and response.

2. Schedule a meeting with staff to debrief the incident and response.

Hold and Secure Response School Bus Considerations

Notify the TCDSB Transportation Dept. that a Hold and Secure response has been initiated at your school. The Transportation Dept. will provide direction.

School Bus Arrivals

1. If buses are arriving at the school:
 - redirect to an alternate drop-off site
 - use Bus Lists to record the names of students who have been relocated
 - if necessary, notify parents/caregivers to collect students at the alternate site

School Bus Departures

1. If students can be safely dismissed from the school:
 - have staff escort students to buses using the most secure exit
 - use Bus Lists to record the names of students who are placed on buses
 - have staff remain on site until all students have departed by bus or have been collected by parents
2. If students cannot be safely dismissed from the school:
 - retain students pending instructions from Police and Emergency Services, Superintendent, Communications Dept. and Transportation Dept.

School Buses in Transit

If a school bus approaches a designated drop-off site where:

- a) Emergency Services are restricting access, **or**
- b) Transportation Dispatch has advised of an emergency situation,

the driver will follow established TCDSB Transportation protocols.

Lockdown

Danger on the School Site

A Lockdown response is initiated when imminent danger is present on the school site and the safety of students and staff is threatened.

For example:

- an active attacker is in the building or on school property/grounds

When the school receives reliable information that danger is present at the school site, the Principal will determine whether a Lockdown response is necessary.

If so, the following should occur as quickly as possible:

1. Initiate **Lockdown** response.
2. Call 911 to communicate:
 - the nature of the incident that has made a **Lockdown** response necessary
 - school cell phone number for police use, if requested

Initiating a Lockdown Response

Communication

- 1) Ring school bell - **3 sets of 3 rings**.
- 2) Make a P.A. announcement stating:

**Our school is initiating a *Lockdown* response.
Staff and students are to respond accordingly.**

- 3) Inform all occupants, tenants and visitors (permit holders, daycare centres, etc.) that a **Lockdown** response has been initiated.
- 4) Ensure that exterior doors remain unlocked to allow access for Emergency personnel.
- 5) Once Emergency Services arrive, police personnel will create a Parent Staging Area where communication will be provided to the school community.

Once a lockdown has been initiated, the school becomes an emergency site under the authority of the Toronto Police Service

Securing Persons

- 6) Students and staff outside school buildings and portables should move away from the buildings as quickly as possible, assemble at the school's emergency evacuation location and remain there until further instructions are received.
- 7) Students / staff in classrooms, offices, portables, cafeteria, library, gym, etc., should close doors and lock if possible.
- 8) Students / staff in transition should enter the nearest room, close the door and lock if possible.
- 9) Windows and window coverings should be closed.
- 10) Interior glass panes should be covered wherever possible.
- 11) Lights must be turned off.
- 12) Students / staff must move as far as possible from doors and windows. It may be necessary to use school furnishings to secure a room or to provide shelter.
- 13) All cell phones, electronic devices, televisions, radios and computers must be turned off.
- 14) Students / staff must remain silent.

15) Students / staff should lie on the floor if gunshots are heard.

16) Adults should remain calm and reassuring. Students should be aware that the **Lockdown** response may be in effect for an extensive period of time.

17) Students / staff are to remain in secured rooms until further instructions are received. Under no circumstances should anyone leave a secured area to access washrooms, lockers, etc.

18) Given the unique, and possibly rapidly changing dynamic of a lockdown situation, consideration must always be given to evacuating the site or to relocating to another area in the building should a space become unsafe. Individual discretion must be used to determine the best course of action.

19) Under no circumstances should anyone be allowed access once a space has been secured.

20) No calls should be made to the office. Be aware that active attackers may use the P.A. system to access potential victims.

21) In the event that an individual has information that may aid the police response, e.g., the location of an active attacker, a direct call to 911 should be made using a cell phone. This must be done as quietly as possible.

22) If possible and safe to do so, attendance should be taken when the lockdown has been lifted.

Note:

Be aware that a fire alarm may sound during a threat response. Ensure that an evacuation is actually necessary due to a fire. Active attackers may set a fire or activate the fire alarm as a ruse to access possible victims. Discretion must be used in each situation. If the fire alarm is activated during a Lockdown response, individual discretion must be used to determine the actuality of a fire and the degree of risk associated with leaving a secured area.

Lifting the Lockdown Response

Only police personnel determine when the incident is controlled and the danger has passed. No individuals or groups can be released from a secured area until authorized by a police officer.

The principal and police personnel will determine any necessary instructions as required, e.g., revised bus schedules, dismissal procedures, etc.

Please note:

- Only authorized TCDSB personnel should speak to the media.
- TCDSB students should not be interviewed or photographed without parental permission.

Follow-Up

1. In consultation with the TCDSB Communications Department:
 - Update the school answering system message
 - Prepare a scripted response to be given to callers
 - Amend auto-attendant message if needed
 - Prepare a letter for the school community to communicate the details of the incident and response
 - Prepare a media information release
2. Schedule a meeting with staff to debrief the incident and response.
3. Arrange for TCDSB Crisis Response Team to provide support as needed.

Lockdown Response School Bus Considerations

TCDSB Communications Dept. will inform the Transportation Dept. that a **Lockdown** response has been initiated at the school.

The Transportation Dept. will provide direction to their drivers.

If a school bus approaches a designated drop-off site where:

- a) Emergency Services are restricting access **or**
 - b) Transportation has advised the driver of an emergency situation,
- the driver will follow established TCDSB Transportation protocols.***

School Bus Departures

1. When students can be safely dismissed from the school after a **Lockdown** response:
 - follow instructions from Police and Emergency Services, Superintendent, Communications Dept. and Transportation Dept.
 - have staff remain on site until all students have departed by bus or have been collected by parents

Concealed Weapon Procedures

The following guidelines refer to situations where school staff and police receive information about a student carrying a concealed weapon. The responses outlined would not be appropriate if a student is threatening or assaulting a person with a weapon.

Situations involving a weapon are always dynamic and the safety of students and staff should be the first consideration.

Following these steps may assist school staff and police with determining the best response to a report of a person carrying a concealed weapon in a school.

1. Gather Information

Determine the likelihood that the information is valid.

- Was the weapon displayed by the suspect or is the claim verbal?
- Is the information second/third hand?
- Is the source reliable?

Obtain as much detail about the suspect and weapon as possible.

- What type of weapon was seen? Obtain a detailed description.
- Where is the weapon being concealed (locker, knapsack, jacket pocket, waistband etc.)?
- Did the suspect make any threats? What is the specific nature of the threat(s) and who/what was the target(s) of the threat(s)?
- What is the suspect's emotional state?
- What does the suspect look like?
- What is the suspect wearing?
- Exactly where is the suspect right now and where will he/she be when the police arrive?
- How many staff and students are near the suspect?
- What is the best location for police to confront the student?

2. Contact Police

When the Principal or designate is satisfied (based on the balance of probabilities and the reliability of the source) that the information is valid, the police should be contacted.

Depending on the situation, the Principal will call the police emergency number (911), the police non-emergency number (416 808-2222), the School Resource Officer, or other officer(s) assigned to the school.

3. Determine Appropriate Response

Police and the Principal should discuss the most appropriate method of dealing with a student carrying a concealed weapon.

Depending on the situation, it is recommended that a staff member:

- approach the student
- ask the student to follow them to a hallway
- lead the student away from staff and students to a location where the police are waiting

Police will quickly take control of the student and their property and conduct a search for the weapon. The search will be a “pat down” search rather than a strip search, so a totally private area is not required. For safety reasons, it is recommended that the location used be relatively empty of staff and students.

Regardless of the outcome of the search of the student, a search of the student’s locker should also be conducted.

Factors to Consider:

- type of weapon
- past conduct of the suspect
- emotional/developmental/behavioural issues related to the suspect
- location of the suspect
- location of the weapon

If possible, have a staff member who is familiar with and has a relationship with the student available when the police arrive.

Determine if the staff member is comfortable assisting the police and approaching the student.

Decide if the staff member or the Principal should approach the student.

If a police officer, rather than a staff member, makes the initial approach the student may react by immediately attempting to flee or react violently (fight or flight response).

It is vital that police confront the student in as controlled a situation as possible.

It is always better to be prepared for the worst case scenario than to be taken off guard. It is always more difficult to respond when not properly prepared.

Non-Students

If the suspect is not a student and is on school property, the suspect should be approached by the police.

Police may discuss their response with the Principal, however, non-students often pose a significant threat to school safety and a fast and effective response will be the priority.

Shelter in Place

Administrator Checklist

When a **Shelter in Place** response is necessary, the Principal or designate will ensure that the following procedures are implemented:

Communication

1. Ring the school bell - **3 sets of 3 rings**.
2. Announce:

**Our school is going into a *Shelter in Place* response.
Staff and students are to respond accordingly.**

3. Inform all occupants, tenants and visitors (permit holders, daycare centres, etc.) that a **Shelter in Place** response has been initiated.
4. Call 911, if necessary. Typically, this will not be necessary, as the **Shelter in Place** recommendation is usually initiated by Police/Emergency Services.
5. Contact Area Superintendent and TCDSB Communications Dept.
6. Advise Transportation Dept. of the **Shelter in Place** response.
7. Ensure that at least one telephone line and one cell phone connection are kept open for incoming communication from Police, Board personnel, etc.
8. Prepare a message for the school answering system indicating that a **Shelter in Place** response is in effect at the school.

Securing the School Buildings

9. Turn off air exchange systems (fans, exhausts and air conditioners, etc.) as required.
10. Students / staff outside the building enter school buildings and portables promptly.
11. Windows and window coverings are closed.
12. Staff members are assigned to secure and monitor exterior doors to allow for entry of students / staff.
13. **Shelter in Place** signs are posted on exterior doors.
14. Normal operations inside school buildings continue, however, all outdoor activities are cancelled.

Securing Persons

15. Attendance is taken in each room, noting those who are absent.
16. Non-teaching staff report to a previously designated location (Main Office, Library, etc.).
17. Adults remain calm and reassure students that the situation is under control. Students are aware that the **Shelter in Place** response may be in effect for an extensive period of time.
18. Cell phones and electronic devices are turned off.
19. No calls are made to the office for information. Updates are provided as required.

When the Principal or designate receives information from Police or Emergency Services that the **Shelter in Place** response may be lifted (i.e., the danger has passed), these procedures should be followed:

1. Ring the school bell to signify end of **Shelter in Place** response – **3 sets of 3 rings**.
2. Announce:

The *Shelter in Place* response has been lifted.
3. Communicate specific instructions as required.

Hold and Secure Administrator Checklist

When a **Hold and Secure** response is necessary, the Principal or designate will ensure that the following procedures are implemented:

Communication

1. Ring the school bell - **3 sets of 3 rings**.
2. Announce:

**Our school is initiating a *Hold and Secure* response.
Staff and students are to respond accordingly.**
3. Inform all occupants, tenants and visitors (permit holders, daycare centres, etc.) that a **Hold and Secure** response has been initiated.
4. Call 911 (not local police division) to communicate the nature of the incident that has made a **Hold and Secure** response necessary.
5. Contact Area Superintendent and TCDSB Communications Dept.
6. Advise Transportation Dept. of the **Hold and Secure** response.
7. Ensure that at least one telephone line and one cell phone connection are kept open for incoming communication from Police, Board personnel, etc.
8. Prepare a message for the school answering system indicating that a **Hold and Secure** response is in effect at the school.

Securing the School Buildings

9. Students and staff outside the building return to the school / portables promptly. Students and staff who are far away from the building may assemble at the school's emergency evacuation location pending further instruction.
10. **Hold and Secure** signs are posted on exterior doors.
11. External doors are locked and monitored by staff members to allow for entry of staff / students.

Securing Persons

12. Windows and window coverings are closed.
13. Most school activities can continue during a **Hold and Secure** response, however, there should be no movement to locations outside the school buildings.
14. Attendance is taken in each room, noting those who are absent or unaccounted for. This information should be reported when requested.
15. Adults remain calm and reassure students that the situation is under control. Students are aware that the **Hold and Secure** response may be in effect for an extensive period of time.
16. Cell phones and electronic devices are turned off.
17. No calls for information are made to the office. Updates are provided as required.

When the principal or designate determines or receives information from Police or Emergency Services that the **Hold and Secure** response may be lifted (i.e., the danger has passed), these procedures should be followed:

1. The school bell is rung to signify end of **Hold and Secure** response - **3 sets of 3 rings.**
2. Announce:

The *Hold and Secure* response has been lifted.
3. Communicate specific instructions as required.

Lockdown

Administrator Checklist

When a **Lockdown** response is necessary, the Principal or designate will ensure the following procedures are implemented:

Communication

1. Ring the school bell - **3 sets of 3 rings**.

2. Announce:

**Our school is initiating a *Lockdown* response.
Staff and students are to respond accordingly.**

3. Inform all occupants, tenants and visitors (permit holders, daycare centres, etc.) that a **Lockdown** response has been initiated.

4. Call 911 (not local police division) to provide the following information:

- a. the nature of the incident that has made a **Lockdown** response necessary
- b. a school cell phone number for police use

**Once a lockdown has been initiated, the school becomes
an emergency site under the authority of the
Toronto Police Service.**

Securing Persons and School Buildings

1. Students / staff outside the building move away from the building as quickly as possible, assemble at the school's emergency evacuation site or another safe location and remain there until further instructions are received.
2. Close and lock doors to classrooms, offices, portables, cafeteria, library, gym, etc.
3. Students / staff in transition enter the nearest room, close the door and lock if possible.
4. Close windows and window coverings.
5. Cover interior glass panes wherever possible.
6. Turn off lights.
7. Move all persons as far as possible from doors and windows.
8. Use school furnishings to further secure a room or to provide protection.
9. Turn off all cell phones, electronic devices, televisions, radios and computers.
10. Maintain silence.
11. Direct everyone to lie on the floor if gunshots are heard.
12. Remain calm and reassuring.
13. Remind others that the **Lockdown** response may be in effect for an extensive period of time.
14. Remain in secured rooms. Under no circumstances should anyone leave a secured area to access washrooms, lockers, etc.
15. Consider evacuating the site or relocating to another area if a space becomes unsafe.
16. Prohibit anyone access once a space has been secured.
17. Follow directions of the police.
18. If the fire alarm is activated during a **Lockdown** response, individual discretion must be used to determine the actuality of a fire and the degree of risk associated with leaving a secured area.
19. If possible and safe to do so, attendance should be taken when the lockdown been lifted.

Note:

- **Only police personnel determine when the incident is controlled and the danger has passed.**
- **No individuals or groups can be released from a secured area until authorized by a police officer.**
- **Only authorized TCDSB personnel should speak to the media.**
- **No TCDSB students should be interviewed or photographed without parental permission.**

Shelter in Place

Staff Checklist

1. Students / staff outside school buildings must return indoors promptly.
2. Monitor exterior doors to allow for entry of students / staff, if assigned.
3. Close windows and window coverings.
4. Post **Shelter in Place** signs on exterior doors.
5. Turn off all cell phones and electronic devices.
6. Take attendance, noting those who are absent or unaccounted for.
7. Remain calm and reassure students that the situation is under control.
8. Remind students that the **Shelter in Place** response may be in effect for an extensive period of time.
9. Continue with normal operations inside the school, however, all outdoor activities are cancelled.
10. Do not call the office for information - updates will be provided.

The end of the *Shelter in Place* response is signified by the ringing of the school bell – 3 sets of 3 rings.

1. The Principal will make a P.A. announcement stating:
The *Shelter in Place* response has been lifted.
2. Follow any specific instructions that are issued.

Hold and Secure

Staff Checklist

1. Students / staff outside school buildings must return indoors promptly.
2. Students / staff who are far away from the building should assemble at the school's emergency evacuation location pending further instruction.
3. Lock exterior doors of the school / portables.
4. Post **Hold and Secure** signs on exterior doors.
5. Monitor exterior doors to allow for entry of staff / students, if assigned.
6. Close windows and window coverings.
7. Move everyone as far as possible from doors and windows.
8. Turn off all cell phones and electronic devices.
9. Take attendance, noting those who are absent or unaccounted for. Report this information when requested.
10. Remain calm and reassure students that the situation is under control.
11. Remind students that the **Hold and Secure** response may be in effect for an extensive period of time.
12. Continue with normal operations inside the school. No movement to locations outside the school buildings is permitted.
13. Do not call the office for information - updates will be provided.

The end of the Hold and Secure response is signified by the ringing of the school bell - 3 sets of 3 rings.

1. The Principal will make a P.A. announcement stating:
The *Hold and Secure* response has been lifted.
2. Follow specific instructions that are issued.

Lockdown

Staff Checklist

1. Students / staff outside school buildings should move away as quickly as possible, assemble at the school's emergency evacuation site or another safe location and remain there until further instructions are received.
2. Direct students / staff in transition to enter the nearest room, close the door and lock if possible.
3. Close and lock doors to classrooms, offices, portables, cafeteria, library, gym, etc.
4. Close windows and window coverings.
5. Cover interior glass panes wherever possible.
6. Turn off lights.
7. Move everyone as far as possible from doors and windows.
8. Use school furnishings to further secure a space or to provide protection.
9. Turn off all cell phones, electronic devices, televisions, radios and computers.
10. Ensure silence is maintained.
11. Direct students / staff to lie on the floor if gunshots are heard.
12. Remain calm and reassuring.
13. Remind students that the **Lockdown** response may be in effect for an extensive period of time.
14. Remain in secured rooms. Under no circumstances should anyone leave a secured area to access washrooms, lockers, etc.
15. Do not allow anyone access once a space has been secured.
16. Do not call the office for information - updates will be provided.
17. Using a cell phone, call 911 directly if an individual has information that may aid the Police response, e.g., the location of an active attacker. This must be done as quietly as possible.

18. Consider evacuating the school site or relocating to another area should a space become unsafe. Discretion must be used.

19. If the fire alarm is activated during a **Lockdown**, individual discretion must be used to evaluate the actuality of a fire and the degree of risk associated with leaving a secured area.

20. If possible and safe to do so, attendance should be taken when the lockdown has been lifted.

Note:

- **Only police personnel determine when the incident is controlled and the danger has passed.**
- **No individuals or groups can be released from a secured area until authorized by a police officer.**
- **Only authorized TCDSB personnel should speak to the media.**
- **No TCDSB students should be interviewed or photographed without parental permission.**

Shelter in Place

- 1. Return indoors.**
- 2. Close windows and window coverings.**
- 3. Turn off cell phones and electronic devices.**
- 4. Do not call office for general information.**
- 5. Continue regular classroom routines.**
- 6. Remain in place until the *Shelter in Place* is lifted.**

Hold & Secure

- 1. Return indoors.**
- 2. Close and lock exterior doors.**
- 3. Close windows, window coverings.**
- 4. Turn off cell phones and electronic devices.**
- 6. Do not call office for general information.**
- 7. Continue regular indoor classroom routines.**
- 8. Remain in place until *Hold and Secure* is lifted.**

Lockdown

- 1. Enter nearest room.**
- 2. Lock doors.**
- 3. Close windows and window coverings.**
- 4. Cover inner glass panes.**
- 5. Turn off lights.**
- 6. Turn off cell phones and electronic devices.**
- 7. Move away from doors and windows.**
- 8. Maintain silence. Do not contact the office.**
- 9. Lie on floor if gunshots are heard.**
- 10. Call 911 with any helpful information.**
- 11. Evacuate building or relocate to another space if your security is compromised.**
- 12. Remain in place until released by police.**

Frequently Asked Questions

The following information was generated from comments discussed during the debriefing of the lockdown sessions by the TPS, TDSB and the TCDSB.

1. How is the lockdown announcement best communicated to students in programs for the deaf/hard of hearing?
A suggestion is to initiate a buddy system to assist students needing special help during threats to school safety to procedures.
2. Does it make sense to ring the three sets of bells first and then make the lockdown announcement or visa versa?
The three sets of three bells lets the community know that a threat response procedure will be initiated. The community must pay full attention to the message.
3. When students (in the outside areas of the school) hear the three sets of bells, do they understand that this is a signal to move away from the building or to enter the building?
There is currently some confusion.
If the school has a Public Address system outside the message will indicate what to do. Students and staff are to move to an alternate location in a lockdown, and move inside during a shelter in place and hold and secure. If the school does not have an outside Public Address system, suggestions from the TPS are: teachers who are outside could have a walkie- talkie or cell phone, signs in the classrooms on the main floor could have signs indicating the appropriate procedure, the bells could continue ringing to indicate a lockdown. It is important to note that a lockdown is less likely to occur compared to hold and secure and shelter in place.
4. Are bells the best way to communicate to students outside the building that a lockdown has been initiated. Should we look at alternatives (strobe lighting/sirens)?
It is not the signal that is important but the message and type of emergency procedure.
5. Most elementary schools are enclosed by fencing. How can officers best find a "snug spot" for their cars when approaching the building?
They will find what they can.
6. Although TPS has floor plans of our buildings, officers may get confused when they enter the building especially in highly tense circumstances. One of our colleagues mentioned the idea of posting signs (north/south/east/west) in the building to help officers best navigate through the building.
The floor plans are only for approaching the school. The facilities are working with the TPS on signs (both types and colours).

7. The need for training of staff that travel from school location to school location (i.e. PAT/APT, social workers). These individuals require a basic understanding of lockdown procedures that can be transferred from site to site.
The Safe Schools department, along with individual school communities, will continue to in-service these groups at large. We hope that signs or packages will be placed in every room at every school on the three different response procedures.

8. In a lockdown do we need to have all external doors, except the main entrance, locked? If so, who locks the external door? The custodian who attended the training confessed that he hopes that it's not him.
During a lockdown all **interior** doors must be closed and locked. It is not necessary to secure exterior doors, however, it is important to ensure that at least one exterior door is left unlocked to enable Emergency Response access to the school. It must be remembered that a lockdown occurs when an active attacker is inside the building.

9. How do we deal with primary children who do not want to go to the nearest classroom during a lockdown who may be in the washroom or near the office?
Review procedure with each student. You may want to set up a buddy system in the closest classroom.

10. Should there be more cordless phones or walkie-talkies in every school?
All schools must assess what is best for them.

11. Should ETF be aware of special needs rooms, suites or areas? **YES**.

12. What if a special needs student can not be quiet or cannot be contained for extended periods of time?
Do your best, doors must be kept locked.

13. What should we do if a primary student needs to use the washroom while in lockdown?
Do not open the door. Some schools have developed an emergency kit: potty, water, Kleenex, flashlight (age appropriate).

14. How do we cover the glass on the classroom doors?
Some schools have removable paper or felt in each classroom.

15. What if you hear or see an injured person in the hall or in your classroom?
Do not open the door. If the teacher has access to a cell phone, call 911, not the office.

16. What should we do if we are in the hall and hear a gun shot?
Get under cover or go to a room immediately.

Emergency Call Sequence

1. **Dial 911 - identify type of threat to school safety** (if police, ambulance or fire departments are required).

Be prepared to answer questions that will assist police in understanding the situation.

2. Call other schools in immediate vicinity that may be affected by the circumstances that created the need for a **Shelter in Place** or **Hold and Secure** response.
3. **Call CEC to reach one of the persons below.**

This person will support you and contact others that need to be contacted:

- Your Superintendent
416 222-8282, ext. 2145 or 2191
- TCDSB Communications, Media& Public Relations Dept.
416 222-8282, ext. 2197
- TCDSB Transportation Department
416 229-5313
- TCDSB Security
416 512-3049

4. Change school telephone message as required.

The Superintendent of Schools or Designate will:

1. Notify the Director of Education.
2. Provide such support as may be requested by the Principal.
3. Notify the Communications Department and request assistance as required.
4. Notify the appropriate Trustee (and Chair of the Board if required).

Message to Parents/Guardians re:

**Threats to School Safety Procedures
to be Introduced in all TCDSB Schools**

Keeping our Students and Staff Safe

Dear Parents/Guardians:

The **Toronto Catholic District School Board** has a primary responsibility to ensure the safety of students and staff inside Board buildings and on Board property. In partnership with the Toronto Police Service and the Toronto District School Board, a city-wide ***Threats to School Safety Procedures*** plan has been developed.

Threats to School Safety Procedures are initiated when a high risk incident involving weapons, hazardous chemical spill, severe weather warning, student/stranger intrusion, etc., occur in the school or on school property, or there are circumstances in the vicinity of the school that could endanger the lives and/or the safety of students and/or staff.

In order for all students and staff to become familiar with expectations during a threat to school safety, our school will be practising threat response procedures as we have normally done with fire drills. During these drills, signs will be posted on the entrance doors indicating that the school is in **Shelter in Place, Hold and Secure or Lockdown**. The doors **may** be locked and no one will be allowed into the school. This is the same procedure that will be followed in a real situation.

Two practice drills will be held during the school year.

The practice drills are scheduled for the following dates:

_____ in the Fall and on _____ in the Spring.

Insert date and time

Insert date and time

We invite you to attend the Catholic School Advisory meeting scheduled for (Insert date and time) to receive full details on Threats to School Safety procedures. This will also provide you with the opportunity to ask any questions you may have.

Please call me at the school should you have questions at this time.

Sincerely,

Threats to School Safety Event and Drill Log
School Year _____

| Month | Date | Time | Observations | Staff Briefing Notes | Initials |
|-----------|------|------|--------------|----------------------|----------|
| September | | | | | |
| October | | | | | |
| November | | | | | |
| December | | | | | |

| Month | Date | Time | Observations | Staff Briefing Notes | Initials |
|----------|------|------|--------------|----------------------|----------|
| January | | | | | |
| February | | | | | |
| March | | | | | |
| April | | | | | |

| Month | Date | Time | Observations | Staff Briefing Notes | Initials |
|-------|------|------|--------------|----------------------|----------|
| May | | | | | |
| June | | | | | |