Community Use of Schools
  Appendix A: User Agreement

Emergency Measures
  Emergency Measures Appendix A (Reference Guide)
  Emergency Measures Appendix B (Crash Bag Contents)
  Procedure: Bomb Threats
  Procedure: Earthquake
  Procedure: Lockdown
    Appendix A (Parent Information Letter)
    Appendix B (FAQ)
    Appendix C (Elementary School Script)
  Procedure: Tornado

Emergency Plans
  Procedure: School Fire Safety Plan

Facility Partnerships

Indoor Air Quality

Pupil Accommodation Review
  Procedure: Accommodation Review Committee (ARC) Process
  Appendix A: Factors for School Information Profile
  Ministry of Education: 2009 Review Guideline
  Ministry of Education: 2009 Review of Accommodation Review Process
POLICY: Community Use of Schools

I. Purpose of Policy

To make school facilities and properties available to school, parish, community organizations and individuals for activities which have social and educational value to communities within the Board's jurisdiction.

II. Policy Statement

1. Guiding Principles
   a) The Board shall encourage and promote the after hours community use of our school facilities and grounds.
   b) The community use of school activities shall be consistent with the policies and traditions of the Board and the Roman Catholic Church.
   c) Board and School use, including the Board's Continuing Education Programs, shall be given first priority over all other uses. Cancellations may occur if school functions conflict with approved use of school facilities. Every effort will be made to provide reasonable notice to user groups upon cancellation and to reschedule if possible.
   d) Second priority shall be given to children's groups and activities, non-profit community groups and parishes.
   e) Where it is in the best interest of the Board and the community, reciprocal agreements shall be pursued with municipalities and community groups.
   f) Under the Superintendent of Business Services, fees shall be reviewed annually and adjusted to ensure that the Board recovers the cost incurred through the community use of facilities.
   g) The applicant and all persons using the Board facility shall comply with this Policy, its Procedures and the Community Use of School User Agreement (Appendix A).

2. Withholding Approval:
The Director of Education or designate may withhold approval of an application by any person or group, but where this occurs the reason shall be provided as an information item at the next Board meeting.

3. Reciprocal Use Agreements:
   A Reciprocal Use Agreement shall outline the description of the relevant facilities, each Party’s costs associated with use of the facilities and each Party’s responsibilities. Reciprocal Use Agreements must be approved by the Board.

4. Procedure(s):
   Board administrative staff will develop the necessary procedure(s) to implement this Policy. Procedures shall be approved by the relevant Supervisory Officer and posted on the online booking system.

III. Related Information

Link to Web Application Procedure for this Policy

Appendix for this Policy

Appendix A: Community Use of Schools – User Agreement
APPENDIX A: User Agreement

In consideration of Board approval of the Applicant’s Community Use of Schools Application the Applicant agrees to the terms and conditions set out in the Application Process and to the terms and conditions set out in this Agreement.

1. Responsibility of the Applicant:
   a) The applicant shall be responsible for strict compliance with the terms of this Agreement governing use of Board premises.
   b) The applicant shall be responsible for the supervision and conduct of all persons present on Board premises.
   c) The applicant knows the correct civic address of the building should it be necessary to dial 911.
   d) The applicant is aware that certain areas of the school may contain asbestos and agrees to assume any resulting risk.
   e) The applicant shall be responsible for the cost of repairs of any damage caused by persons present on Board premises during a community use of school event.
   f) It is the responsibility of the applicant to report incident/accident or injury immediately to the on-site Board Representative.
   g) It is the responsibility of the applicant to immediately report any and all damages to the on-site Board Representative.
   h) Only equipment that is attached to the building and approved furnishings in the space being used shall be allowed to be used by the applicant (i.e., volleyball and basketball nets). Any other sports equipment computers, and shop machinery shall be provided by the applicant.
   i) The applicant is responsible for coordinating access of arrivals, and shall ensure that school exits are kept free from obstructions.
   j) Community User Groups are prohibited from using alcohol on Board property unless specific prior written Board consent has been obtained as set out in Section 4 of this Appendix.
   k) Smoking is prohibited in the buildings and on the grounds of the Board. The applicant is responsible for the enforcement of this regulation.
   l) The applicant shall not apply powder, wax or any other preparation to floors for any purpose.
   m) Non-scruff rubber soled shoes are to be worn in gymnasiums for all sports activities.
   n) Only Board representatives may adjust mechanical equipment, such as thermostats, fans, and folding door partitions.
   o) Playing baseball, golf, rugby, soccer and floor hockey is not permitted in gymnasiums.
   p) Storage space for equipment is not available in the schools.
2. **Provincial Code of Conduct:**

Pursuant to subsection 301 (3.1) of the Education Act if a board enters into an agreement with a third party with respect to rental of school space, the board must include in the agreement a requirement that the other party follow standards that are consistent with the provincial Code of Conduct. The Standards of Behaviour for the Provincial Code of Conduct include the following.

*Standards of Behaviour (Respect, Civility, and Responsible Citizenship):*

Third Parties renting school space must:
- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority.

*Standards of Behaviour (Safety):*

Third Parties renting school space must not:
- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.
3. Liability and Insurance:
   
   a) Board:
   The Board shall not be liable for personal injury incurred on Board premises. The Board shall not be liable for damage, loss, or theft of the property of anyone using Board premises.
   
   b) Applicant:
   i) The applicant shall provide mandatory proof of liability insurance coverage of at least one million dollars. If the applicant wishes to purchase insurance through the Board, a policy can be arranged through a third party insurer at the rates set out on the online booking system.
   ii) As part of the consideration for the Board permitting the use of the facilities, the applicant, on behalf of themselves, the organization and its members, shall release and discharge and to indemnify and save harmless the Board from and against all claims and proceedings, by whomsoever made or brought, in respect of any cost, losses, damage or injury arising by reason of this use of the rented facilities.
   iii) In addition to the applicant’s mandatory liability insurance, the Board reserves the right to require the applicant to carry Comprehensive General Liability Insurance in an amount not less than One Million Dollars. This insurance will be carried for the user period and will have the Board shown as an additional insured to the policy.

4. Alcoholic Beverages:

   a) General Statement:
   The Board discourages the use of alcohol on Board property. However on those rare occasions when a user group requests permission to serve alcohol during an event, special approval must be sought from the Manager of Plant Services sufficiently in advance of the date of proposed use so that the request for special approval can be considered.

   b) Required Conditions for Event with Alcohol:
   i) Supervision and Security:
   Where the usage is to hold a stag, wedding reception, anniversary party, fund-raising banquet, or similar event at which alcoholic beverages are authorized, the applicant shall arrange for and provide at their expense supervision of the event by two off-duty police officers, or two uniformed bonded security officers from a reputable security firm acceptable to the Board. Security personnel must remain on the premises until the Caretaker is able to secure the building.
   ii) Special Occasion Permit:
   The applicant is required to obtain a “Special Occasion Permit” through the L.C.B.O. In advance of the function, proof of this permit is to be submitted to the Manager of Plant Services or designate. The Special Occasion Permit must be posted in the bar area during the event.
   iii) Bartenders:
   All bartenders shall have “Smart Serve” training. The Board reserves the right to require the user to employ an organization that can provide insurance coverage and people with training.
   iv) Additional Insurance:
   In addition to Section 3, the applicant shall provide mandatory proof of liability of insurance coverage of an additional two million dollars for a total coverage of three million. The Board must be shown as an additional insured on the policy, and the general liability policy must contain host liquor liability.
5. Approval / Cancellation of School Use:

a) Approval:
The approval of an application for community use of schools is entirely at the discretion of the Board.

b) Cancellation by the Board:
The Board reserves the right to cancel any school use in emergency situations and on reasonable notice due to school priority. In any cancellation situation, fees paid for use shall be returned to the applicant or the lost use will be rescheduled if possible.

c) Cancellation by the Applicant Without Notice
The Board reserves the right to charge a cancellation fee of $50.00 if a user group cancels their use without sufficient notice.
POLICY: Emergency Measures

Rationale:
It is the policy of the Board to provide pupils and staff with a safe and healthy learning environment.

Personnel Affected by Policy:
All Pupils, Parents, Board and School Staff.

Organizational Authority:
The Board.

Definitions:
CRITICAL INCIDENT RESPONSE refers to necessary action to be taken when a serious situation poses a threat to the safety of students or personnel. Critical incidents are designated as:
- Level 1 (e.g., a fight)
- Level 2 (e.g., major fight, bomb threat, intruders, chemical/biological, suicide, medical, nuclear, fire, natural disasters)
- Level 3 (extreme crisis situation--e.g., automatic weapons).

LOCKDOWN should ONLY be used when there is a major incident or threat of school violence within the school, or in relation to the school. The over or misuse of lockdowns, will result in staff/students becoming desensitized and they will not take lockdowns seriously.

HOLD AND SECURE should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

SHELTER IN PLACE should be used for an environmental or weather related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation. Examples may include chemical spills, blackouts, explosions or extreme weather conditions.

STAGED EVACUATION refers to a priority action which systematically removes all personnel from a school/workplace.

PRIMARY ZONE SCHOOLS (NUCLEAR) refers to schools that fall within a 10 km radius of a nuclear site (St. Anthony’s, Chalk River; St. Mary’s, Deep River).

NUCLEAR EMERGENCY PREPAREDNESS PLAN refers to a systematic plan of action for a nuclear incident for schools located in the primary and secondary zones.

CRASH BAG refers to a collection of prescribed items that would be useful in an emergency situation (e.g. first aid kit, safety blanket, megaphone). Comprehensive list of emergency items will be found in crash bag.

Regulations:
1. LEVEL 2 AND 3 INCIDENTS:
   All level 2 or 3 incidents will involve some form of lockdown or staged evacuation in accordance with the School Emergency Plans, the Emergency Measures Procedures and the Emergency Measures Reference Guide.

2. SCHOOL CRASH BAGS:
   a) All schools and workplace sites will develop and maintain a crash bag.
b) All school principals/work site managers must review and replenish contents of the crash bag on an annual basis.

c) Crash bags should be located in a secure site easily accessible in an emergency situation.

3. **CO-OPERATION WITH EMERGENCY PERSONNEL:**
   School principals/work site managers will work in close co-operation with emergency personnel (police, fire, ambulance, etc.) in the event of an incident.

4. **SCHOOL AND WORKSITE REQUIREMENTS:**
   a) School principals/work site managers shall review this policy and school emergency plans with staff on an annual basis.
   b) Every school and worksite shall have individualized workplace emergency response plans for all employees who have a disability if the known disability is such that the individual employee requires an individualized emergency response plan. The individual emergency response plan is to be developed in consultation with the disabled employee.
   c) For the purpose of this policy, Bishop Smith Catholic High School, and St. Joseph’s High School will fall under the category of Secondary Schools with regard to the Bomb Threat protocol even though there are elementary level students at the school.
   d) Upon request, emergency procedures, plans or public safety information provided to the public shall be made available in an accessible format or with appropriate communications support as soon as possible.

**Related Information**

**Procedures for this Policy**
- Procedure: Emergency Measures – Bomb Threats
- Procedure: Emergency Measures - Earthquake
- Procedure: Emergency Measures – Lockdown
- Emergency Measures Lockdown Appendix A (Parent Information Letter)
- Emergency Measures Lockdown Appendix B (FAQ)
- Emergency Measures Lockdown Appendix C (Elementary School Script)

**General Appendices for this Policy**
- Appendix B: Emergency Measures – Crash Bag Contents

**Related Board Policies and Procedures (Facilities)**
- POLICY: Emergency Plans
- Procedure: School Fire Safety Plan

**Related Board Policies (Schools & Students)**
- POLICY: Safe Schools – Access to School Premises
- POLICY: Safe Schools – Code of Conduct

**Related Board Policies (Human Resources)**
- POLICY: Workplace Violence
Appendix A: Emergency Measures - Reference Guide

LEVEL 1 INCIDENT (e.g. Fight) ................................................................. 2
LEVEL 2 INCIDENT (e.g. Major Fight) ...................................................... 2
LEVEL 2 - FIRE ....................................................................................... 3
LEVEL 2 – SUICIDE / MEDICAL EMERGENCY ......................................... 3
LEVEL 2 – BOMB THREAT (Phone) ......................................................... 4
LEVEL 2 – BOMB THREAT (Mail / E-Mail) ............................................... 4
LEVEL 2 – BOMB THREAT (Suspicious Letters, Packages Or Objects ) ........ 4

BOMB THREAT TELEPHONE CHECKLIST ........................................... 5
LEVEL 2 – NUCLEAR / CHEMICAL / BIOLOGICAL .................................. 6
LEVEL 2 – EARTHQUAKE ........................................................................ 7

EARTHQUAKE PRIORITY ACTIONS: DUCK – COVER - HOLD .................... 8
LEVEL 2 – TORNADO ............................................................................... 9
LEVEL 2 – OTHER NATURAL DISASTERS .............................................. 10
LEVEL 2 – ARMED INTRUDER (e.g. Weapon Such As Knife, Bat, Lead Pipe) .. 11
LEVEL 3 – EXTREME CRISIS (e.g. Automatic Weapons) ......................... 12

EMERGENCY MEASURES - ANNUAL UPDATE AND REVIEW ................. 13
CRASH BAG CONTENTS ........................................................................ 13

EMERGENCY PHONE NUMBERS [911]

Local Police Services:
Fire Services:
Family and Children’s Services:
Parish Priest:
Other:

Renfrew County Catholic District School Board


**LEVEL 1 INCIDENT (e.g. Fight)**

**Priority Actions:**
- identify and assess level of threat;
- signal crisis (codes previously established by each school);
- call for internal/external assistance (911) (e.g. situation alert - mobilize staff to the identified scene).

**Important Considerations:**
- first aid.
- safety.
- establish visibility.
- crowd control.
- secure scene/separate participants.
- identify witnesses - information gathering (witness statements).
- follow-up consequences - Supervisory Officers.
- notify parents of students involved.
- situation debriefing.
- violent incident report.

**LEVEL 2 INCIDENT (e.g. Major Fight)**

**Priority Actions:**
- identify and assess level of threat;
- call 911 - stay on line;
- signal crisis (codes previously established by each school);
- call for internal assistance.

**Important Considerations:**
- first aid;
- safety;
- establish visibility;
- crowd control;
- secure scene/separate participants;
- identify witnesses - information gathering (witness statements);
- follow-up consequences - Supervisory Officers;
- notify parents of students involved;
- situation debriefing;
- violent incident report;
- media requests - channel through Director.
LEVEL 2 - FIRE

Priority Actions:
• identify and assess level of threat;
• activate fire alarm;
• follow procedures in school Fire Plan;
• secure crash bag;
• staged evacuation of building.

Important Considerations:
• verify attendance/roll call;
• first aid;
• safety;
• relocation as warranted by situation (weather, severity of fire);
• notify Supervisory Officer;
• notify parents, buses (if required);
• media requests - channel through Director.

LEVEL 2 – SUICIDE / MEDICAL EMERGENCY

Priority Actions:
• identify and assess level of threat;
• call 911 - stay on line;
• signal crisis (codes previously established by each school).
• call for internal assistance.

Important Considerations:
• call for internal assistance;
• crowd control - students return to classrooms (hold and secure);
• notify Supervisory Officer;
• notify parents (student)/relatives (staff);
• media requests - channel through Director;
• on-going support as required (bereavement, psychological, counseling).
LEVEL 2 – BOMB THREAT (Phone)

Priority Actions:
- Do not transfer the call.
- Do not put the caller on hold.
- Listen to the caller; do not interrupt.
- Be calm and courteous.
- Notify your supervisor while the caller is on the line, if possible.
- Stall. Pretend you have difficulty hearing to keep the caller talking.
- ASK questions:
  - Why did you put it there?
  - When will it go off?
  - Time remaining?
  - Where is it located?
  - What part of the building?
  - What kind of bomb?
  - What size is the bomb?
  - Where are you now?
  - How do you know so much about the bomb?
  - Did you put it there?
  - What is your name?
  - What is your address?
- NOTIFY the Principal / Supervisor, immediately after the call is completed.
- COMPLETE the Bomb Threat Checklist (next page).

LEVEL 2 – BOMB THREAT (Mail / E-mail)

- Priority Actions:
  - NOTIFY the Principal / Supervisor immediately,
  - Do not touch the paper or email, to protect, and avoid contaminating, the evidence,

LEVEL 2 – BOMB THREAT (Suspicious Letters, Packages or Objects)

Priority Actions:
- Do not touch any suspicious objects.
- Be alert to the possibility of other suspicious objects.
- Clear the area of other people—calmly.
- Do not use cellular phones or portable radios within 30 metres of the object.
- NOTIFY the Principal / Supervisor immediately.

[NOTE: Generally, the Principal / Supervisor will notify the appropriate Superintendent or designate for decision to evacuate the School. Police and Fire Services will then be notified and advised of the bomb threat and whether the School has been evacuated.]
BOMB THREAT TELEPHONE CHECKLIST

Bomb Threat Telephone Checklist

Date: ____________________  Time: ____________________  Call Duration: ________________

Gender:  
☐ Male  ☐ Female

Estimated Age: ________________

Exact Wording of the Threat:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Accent: (Eng., Fr., etc.)

Voice: (loud, soft, nasal, etc.)

Speech: (fast, slow, etc.)

Manner: (calm, emotional, vulgar, etc.)

Background noises:

Voice was familiar:

Caller was familiar with area:

Questions to Ask:

Time of detonation?

Location?

Description of device?

What is your name?

Where are you calling from?

Call Received By:

First & Last Name:

Position/School:

Telephone Number:

Other Information:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Effective Date: February 27, 2006
Last Revision Date: (10-Jun-13)

Page 6 of 13

LEVEL 2 – NUCLEAR / CHEMICAL / BIOLOGICAL

Priority Actions (danger OUTSIDE building):
• identify and assess level of threat;
• signal crisis (code previously established by each school);
• students/staff inside and outside building return to class;
• close all windows, curtains and doors;
• shut down ventilation system for the building (caretaker);
• roll call to locate any missing students;
• lock all doors except front entrance;
• notify Supervisory Officer.

Important Considerations
• Primary Zone Schools - Nuclear (10 km radius) follow predetermined Emergency Plan protocol;
• notify parents;
• students can only be released to legal parent(s)/guardian(s);
• provisions made for prolonged sheltering (food, water)/evacuation to alternate site (buses);
• media requests - channel through Director;
• personal safety and comfort of all students and staff.

Priority Actions (danger INSIDE building):
• identify and assess level of threat;
• activate fire alarm;
• secure crash bag;
• staged evacuation of building.

Important Considerations
• verify attendance/roll call;
• first aid;
• safety;
• relocation as warranted by situation (weather, severity of threat);
• notify Supervisory Officer;
• notify parents, buses (if required);
• media requests - channel through Director.
LEVEL 2 – EARTHQUAKE

Priority Actions (see diagram next page):
• DUCK or drop down on the floor.
• Take COVER under a sturdy desk, table or other furniture.
• If you take cover, HOLD on to furniture and be prepared to move with it.

Earthquake Guidelines
• If indoors:
  − stay inside;
  − move away from hazards (windows, shelves, heavy objects, furniture, etc.);
  − take cover under a table or desk, or in a corner or strong doorway.
• In halls, stairways, or places where no cover exists:
  − move to the interior wall (be careful of lockers);
  − kneel with back to wall;
  − assume “crash” position (cover sides of head with elbows and clasp hands firmly behind neck).
• In libraries:
  − move away from book shelves;
  − take appropriate cover.
• In laboratories:
  − extinguish all burners (if possible);
  − stay well clear of hazardous chemicals;
  − take appropriate cover.
• If outdoors:
  − move to an open space (away from buildings, overhead power lines, and underground gas lines);
  − crouch low or lie down;
  − watch for danger that may require you to move.
• On the school bus:
  − bus should stop away from power lines, bridges, overpasses, and buildings;
  − remove overhead objects from racks;
  − remain in your seat and hold on, or assume the “crash” position under seats.

After Earthquake Evacuation
• Evacuation should NEVER be automatic.
• There may be more danger outside your building or facility than there is inside.
• There may be no safe assembly area outside.
• There may be no clear routes to get outside, and alternate routes may need to be cleared.
• The lighting inside your building or room will probably be out--it will be DARK.
• Prior to deciding to vacate all or part of a school, find out if there is a safe route out, and a safe place to gather outside.
LEVEL 2 – EARTHQUAKE PRIORITY ACTIONS:  DUCK – COVER - HOLD

**Duck**

**Duck** or DROP down on the floor.

**Cover**

Take COVER under a sturdy desk, table or other furniture. If that is not possible, seek cover against an interior wall and protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors or tall furniture.

**Hold**

If you take cover under a sturdy piece of furniture, HOLD on to it and be prepared to move with it. Hold the position until the ground stops shaking and it is safe to move.
### LEVEL 2 – TORNADO

**General Guidelines**
- **TIME:** seconds count;
- **DANGERS:** roof failure, breaking glass and flying debris.
- **SAFE Locations:** basements, small first floor interior rooms or stairwells without windows, doors or exposure to the outside;
- **UNSAFE Locations:** Portable Classrooms; Gyms, Auditoriums, Lunchrooms; exterior rooms with windows/doors; school busses;
- **EVACUATE** students from unsafe to safe locations.

**Signs of Approaching Tornado**
- **COLOR:**
  A very dark (black) thunderstorm or one taking an eerie look (brownish, green, or yellow cloud colors) may be an indication of a severe thunderstorm. This storm may bring hail, very heavy rain, and damaging winds.
- **SOUND:**
  The sound of a freight train is the roar of wind as it moves through trees and buildings.
- **FUNNEL / TORNADO:**
  A funnel is a small rotating funnel-shaped cloud. Look for debris, leaves and dust rising into the air and listen for the sound of a freight train. It is important to look for organized, counterclockwise rotation about a vertical axis.

**Tornado Watch**
When conditions are favorable for the development of severe thunderstorms with one or more tornadoes.
- Monitor local weather station for notice of tornado warning for your location.

**Tornado Warning**
When a tornado has been reported; or when there is evidence based on radar, or from a reliable spotter that a tornado is **IMMINENT**.

- **a)** SAFE LOCATIONS: basements, small first floor interior rooms, bathrooms, interior halls and stairwells without windows, doors or exposure to the outside.
- **b)** Notify staff and students in portables to evacuate to their assigned safe location in the main school building.
- **c)** Notify all students and staff to evacuate to their assigned safe location in an orderly fashion.
- **d)** Hold the school buses and direct students, staff and bus drivers to safe locations.
- **e)** Crash Bag: take Crash Bag to one of the Safe Locations.
- **f)** Everybody Down: Instruct students to drop to their knees, tuck their heads in and cover their neck/heads with their hands, if the tornado is imminent.

---

**Special Considerations:**

---

**Renfrew County Catholic District School Board**
LEVEL 2 – OTHER NATURAL DISASTERS

Priority Actions:
- identify and assess level of threat;
- signal crisis (code previously established by each school);
- students/staff inside and outside building return to class;
- close all windows, curtains and doors;
- shut down ventilation system for the building (Caretaker) (forest fire);
- roll call to locate any missing students;
- restrict intercom use to critical information;
- ensure all doors are locked except for the front entrance;
- notify Supervisory Officer;
- if no communications available, activate the fire alarm and/or press the security alarm.

Important Considerations:
- locate, if possible, to highest point in building (flood);
- locate, if possible, to lowest point in building (tornado, hurricane);
  - position students and staff under desks and/or in safe doorways;
  - ensure no one is near windows;
- verify attendance/roll call;
- first aid, if required;
- safety of staff and students;
- relocation (staged evacuation) as warranted by situation (weather, severity of threat);
- secure crash bag;
- notify Supervisory Officer;
- notify parents, buses (if required);
- media requests - channel through Director.

Special Considerations:
LEVEL 2 – ARMED INTRUDER (e.g. weapon such as knife, bat, lead pipe)

Priority Actions:
• identify and assess level of threat;
• signal crisis (code previously established by each school);
• call 911 – stay on line;
• call for internal assistance (if warranted);
• signal lock-down (code previously established by each school);
• INSIDE building, move immediately to the nearest classroom, take attendance and report to office via intercom;
• OUTSIDE building, do not re-enter (evacuate to safe area);
• visual scan of hallway;
• secure door;
• restrict intercom use to critical information;
• stay in place until notified – await central instructions;
• secure and maintain crash bag.

Lockdown Procedure (Classroom / Secure Area)
• stay away from doors and windows;
• turn off lights;
• close blinds;
• beware of sight lines;
• if there is a window in the classroom door, consider covering window;
• take cover if available (get behind something solid);
• remain absolutely quiet;
• teachers to take attendance;
• no cell phone use unless necessary to communicate regarding the incident. Cell phones should be shut off or put on vibrate.

[The goal is to make the classroom appear vacant.]

Important Considerations:
• first aid/C.P.R.
• crisis phone contact - Supervisory Officer
• parental contact
• media management (in consultation with Supervisory Officer/Director)
• witness management
• administrative follow-up
• on-going support as needed for students and staff
LEVEL 3 – EXTREME CRISIS (e.g. Automatic Weapons)

Priority Actions:

• identify and assess level of threat;
• **signal secure lockdown** (code previously established by each school);
• call 911 – stay on line;
• INSIDE building, move immediately to the nearest classroom, take attendance and report to office via intercom;
• OUTSIDE building, **do not re-enter** (evacuate to safe area);
• visual scan of hallway;
• secure door;
• restrict intercom use to critical information;
• stay in place until **“all clear”** signaled and evacuation staged under police protection;
• secure and maintain crash bag.

Lockdown Procedure (Classroom / Secure Area)

• stay away from doors and windows;
• turn off lights;
• close blinds;
• beware of sight lines;
• if there is a window in the classroom door, consider covering window;
• take cover if available (get behind something solid);
• remain absolutely quiet;
• teachers to take attendance;
• no cell phone use unless necessary to communicate regarding the incident. Cell phones should be shut off or put on vibrate.
  [The goal is to make the classroom appear vacant.]

Important Considerations:

• first aid/C.P.R.;
• crisis phone contact - Supervisory Officer;
• co-ordinate and maintain communications with responding police;
• services, school staff (as appropriate);
• parental contact;
• media management (in consultation with Supervisory Officer / Director);
• witness management;
• administrative follow-up-going support as needed for students and staff.
EMERGENCY MEASURES - ANNUAL UPDATE AND REVIEW

1. Principals/worksite managers will regularly update (minimum once per year) this Guide.
2. Each page of the guide contains a Special Considerations box where specific information for the individual school/workplace can be recorded.
3. Type of information to include:
   - location of elevator key(s);
   - crash bag location;
   - epi-pen / medication locations;
   - disabled students accommodations;
   - code words;
   - phone numbers/contacts for parents/guardians, bus drivers, support counselors, parish priests, psychologists, etc.
4. Share the reference guide with your own police services (Municipal / O.P.P.) for input.

CRASH BAG (extracted from Emergency Measures Appendix – Crash Bag Contents)

What is in the Crash Bag?
Each Bag will already contain floor and site plans of your school, an aerial photograph of your school, and a map of the area.

Each school should place the following items into the Bag:
1. Master List of Contents;
2. Master list of all students and staff at the school (updated on a regular basis);
3. Contact information for all staff and students;
4. Phone numbers for school board/authority contacts, bussing contacts, etc.;
5. Bussing information (e.g., company, routes, etc.);
6. Copies of school emergency, evacuation and fire plans;
7. Basic supplies such as notepads, pens/pencils, clipboard, etc.;
8. Basic First Aid supplies / Crash Bag;
9. Megaphone with extra batteries;
10. Safety Thermal Blankets / wool blankets (one per 100 students);
11. Flashlight and extra batteries.

[NOTE: The above items are “must have”, as they are important in a major incident. Tactical planning and reunification of students with parents, busses, etc. cannot take place without such information.]

Optional Items:
- computer disc versions of pertinent school forms, phone numbers, etc.,
- name tags, tissues, duct tape, small tools.
- cell phone (optional)

Where should I place the Bag?
The Crash Bags should be placed in the main office in an area easily accessible by administration and office staff, but away from students and visitors.
Appendix B: Emergency Measures - Crash Bag Contents

Purpose:
Although we all hope that a violent incident that requires response from emergency personnel never occurs in our school, we must be prepared to respond quickly and effectively. The Crash Bag is designed to help school personnel, law enforcement and other responding emergency officials with this enormous task.

The Crash Bag:
The Bag that you will assemble are based on others that have been developed throughout North America. They are another tool to be used in the event of an incident at your school. They may assist your staff and emergency personnel with their response planning when time and information is critical. The Bags are hockey bags coloured [standard colour] so they are easily visible.

What is in the Crash Bag?
Each Bag will already contain fire safety plan of your school and a map of the area.

Each school should place the following items into the Bag:
1. Master List of Contents;
2. Master list of all students and staff at the school (updated on a regular basis);
3. Contact information for all staff and students;
4. Phone numbers for school board/authority contacts, bussing contacts, etc.;
5. Bussing information (e.g., company, routes, etc.);
6. Copies of school emergency, evacuation and fire plans;
7. Basic supplies such as notepads, pens/pencils, clipboard, etc.;
8. Basic First Aid supplies / Crash Bag;
9. Megaphone with extra batteries;
10. Safety Thermal Blankets / wool blankets (one per 100 students).
11. Flashlights & extra batteries.

[NOTE: The above items are “must have”, as they are important in a major incident. Tactical planning and reunification of students with parents, busses, etc. cannot take place without such information.]

Optional Items:
• computer disc versions of pertinent school forms, phone numbers, etc.,
• name tags, tissues, duct tape, small tools.
• cell phone (optional)

[Remember, the Crash Bag will probably be used in a situation that is stressful and fast paced. Too many items will just complicate matters.]

Where should I place the Bag?
The Crash Bags should be placed in the main office in an area easily accessible by administration and office staff, but away from students and visitors.
Procedure: Emergency Measures – Bomb Threats

I. Overview / Procedure Description

To set out how to respond to bomb threats, who to notify and the evacuation procedures.

II. Areas of Responsibility

Employees: follow the recommended responses to bomb threats and notify their Principal / Supervisor.
Principals / Supervisors: notify the Superintendent and follow his or her instructions.
Superintendents: make the evacuation decision.

III. Procedure Steps / Checklist

1. Phone Bomb Threat Response:
   a) When a bomb threat is received:
      − Do not transfer the call.
      − Do not put the caller on hold.
      − Listen to the caller; do not interrupt.
      − Be calm and courteous.
      − Notify your supervisor while the caller is on the line, if possible.
      − Stall. Pretend you have difficulty hearing to keep the caller talking for as long as possible.
   b) Ask questions:
      − Why did you put it there?
      − When will it go off?
      − Time remaining?
      − Where is it located?
      − What part of the building?
      − What kind of bomb?
      − What size is the bomb?
      − Where are you now?
      − How do you know so much about the bomb?
      − Did you put it there?
      − What is your name?
      − What is your address?
   c) Notify the Principal / Supervisor, immediately after the call is completed:
   d) Complete the Bomb Threat Checklist (found in the Appendix to this Procedure).

2. Mail / E-Mail Bomb Threat Response:
   a) Notify the Principal / Supervisor immediately, as indicated above.
   b) Do not touch the paper or email anymore, to protect, and avoid contaminating, the evidence.

3. Suspicious Letters, Packages or Objects:
   a) Do not touch any suspicious objects.
   b) Be alert to the possibility of other, additional suspicious objects.
   c) Clear the area of other people—calmly.
Procedure: Emergency Measures – Bomb Threats
Effective Date: August 31, 1973.
Last Revision Date: (28-Nov-11)

4. Notification Principal / Superintendent:
   a) Notify your Principal or Supervisor, immediately of any bomb threats and/or any suspicious letters, packages or objects.
   b) The Principal / Supervisor shall notify the appropriate Superintendent or designate.

6. Evacuation Decision / Police & Fire Notification:
   a) The Superintendent or designate shall decide whether or not to evacuate the school.
   b) If a decision is made to evacuate the school, the Principal:
      • shall immediately evacuate the school;
      • shall immediately notify the Police, and request assistance;
      • shall immediately notify the Fire Department and request assistance.
   c) If a decision is made not to evacuate the school, the Principal:
      • shall not evacuate the school;
      • shall notify the Police of the threat, but not request assistance;
      • shall notify the Fire Department, but not request assistance.

7. Evacuation:
   a) A search shall be made of the normal fire drill exit routes and the outside pupil assembly area to ensure that there are no suspicious packages or objects prior to evacuation.
   b) If the school is to be evacuated, the normal routine for fire drills shall be followed.
   c) Pupils and staff should congregate in a safe area as determined by the Principal in consultation with the police and fire authorities.

8. Re-entry:
   After premises have been evacuated, no re-entry should be made until it has been determined by the appropriate authorities that the premises are safe.

IV. Related Information

Related Board Policies / Procedures
   POLICY: Emergency Measures
   POLICY: Emergency Plans

Related Board Appendix (Plant Operations)
   Appendix: Emergency Measures – Crash Bag Contents

V. Appendix: Bomb Threat Telephone Check List (see next page)
Bomb Threat Telephone Checklist

Date: __________  Time: __________  Call Duration: __________

Gender: ☐ Male  ☐ Female  Estimated Age: __________

Exact Wording of the Threat:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Accent: (Eng., Fr., etc.)
Voice: (loud, soft, nasal, etc.)
Speech: (fast, slow, etc.)
Manner: (calm, emotional, vulgar, etc.)
Background noises:
Voice was familiar:
Caller was familiar with area:

Questions to Ask:

Time of detonation?

Location?

Description of device?

What is your name?

Where are you calling from?

Call Received By:
First & Last Name:
Position/School:
Telephone Number:

Other Information
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Renfrew County Catholic District School Board
Procedure: Emergency Measures - Earthquake

I. Overview / Procedure Description

To assist Board staff, teachers, parents, and students to make their schools safer, and to know what to do before, during and after an earthquake occurs in their area

II. Areas of Responsibility

Principal, Vice-Principal or Principal Designate: school pre-earthquake planning (information, drills, evacuations); and post earthquake decisions (communications, evacuation, search, first aid).

School Custodian and Maintenance Staff: pre-earthquake planning; immediate post earthquake utility shut off (gas, water, fire fighting, electricity, etc.); set up emergency facilities; assist Principal.

Teacher: class pre-earthquake drills and information; during earthquake direct students; after earthquake provide direction and assistance to students; lead students in evacuation. (NOTE: take class list).

III. Procedure Steps / Checklist

1. Earthquake General Guidelines (See Appendix):
   a) DUCK or drop down on the floor.
   b) Take COVER under a sturdy desk, table or other furniture.
   c) If you take cover, HOLD on to furniture and be prepared to move with it.

2. Earthquake Specific Guidelines:
   a) If indoors:
      • stay inside;
      • move away from hazards (windows, shelves, heavy objects, furniture, etc.);
      • take cover under a table or desk, or in a corner or strong doorway.
   b) In halls, stairways, or places where no cover exists:
      • move to the interior wall (be careful of lockers);
      • kneel with back to wall;
      • assume “crash” position (cover sides of head with elbows and clasp hands firmly behind neck).
   c) In libraries:
      • move away from book shelves;
      • take appropriate cover.
   d) In laboratories:
      • extinguish all burners (if possible);
      • stay well clear of hazardous chemicals;
      • take appropriate cover.
   e) If outdoors:
      • move to an open space (away from buildings, overhead power lines, and underground gas lines);
      • crouch low or lie down;
      • watch for danger that may require you to move.
Procedure: Emergency Measures - Earthquake

Effective Date: November 28, 2011.
Last Revision Date: (N/A)

Page 2 of 6

On the school bus:
- bus should stop away from power lines, bridges, overpasses, and buildings;
- remove overhead objects from racks;
- remain in your seat and hold on, or assume the “crash!” position under seats.

3. After Earthquake Evacuation:

a) Evacuation should NEVER be automatic.
   - There may be more danger outside your building or facility than there is inside.
   - There may be no safe assembly area outside.
   - There may be no clear routes to get outside, and alternate routes may need to be cleared.
   - The lighting inside your building or room will probably be out--it will be DARK.

b) Prior to deciding to vacate all or part of a school, someone must find out if there is:
   - a safe route out, and
   - a safe place to assemble the students outside.

4. Earthquake Information for Parents:

a) Please do not phone the school. We must have the lines open for emergency calls.

b) Following an earthquake or other emergency, do not drive onto the school grounds, streets and access to our school may be cluttered with debris. The school access route and street entrance areas must remain clear for emergency vehicles.

c) Do turn your transistor or car radio for broadcasts of emergency information and directions.

d) As soon as it is safe to travel, we request that parents or their designated alternates travel to retrieve their children.

e) No student will be dismissed from school unless a parent or guardian previously designated by a parent comes for him/her. This information is kept in the office and must be updated regularly. Your guardian information must be kept up to date at the school office.

f) All parents or designated guardians who come for students, must have them signed out at the office or the alternate location. Please bring personal identification in case it is requested.

5. Earthquake Evacuation Pre-Planning:

a) INSIDE THE BUILDING:
   
i) Look for potential post-earthquake hazards:
      - Suspended ceilings;
      - Pendant light fixtures;
      - Large windows--either exterior or interior--not protected against shattering;
      - Tall bookcases or cabinets that may topple because they are not bolted to the wall;
      - Classroom equipment such as computers, TVs, VCRs, stereos, and slide projectors;
      - Stairwells;
      - Science labs, especially chemistry;
      - Storage areas for cleaning, painting, or other hazardous materials;
      - Shop areas;
      - Places where the main gas supply or electric current enters the building.
   
ii) Designate evacuation routes that avoid as many of those areas as possible.
   
iii) In addition, decide on alternate routes to your main routes.
   
iv) Consider students with disabilities as you think about your evacuation routes.
Procedure: Emergency Measures - Earthquake
Effective Date: November 28, 2011.
Last Revision Date: (N/A)

Page 3 of 6

b) OUTSIDE THE BUILDING:
   i) Look for potential post-earthquake hazards:
      • Power lines;
      • Trees;
      • Areas near buildings that may have debris fall on them--parapets, roof tiles, chimneys, glass;
      • Routes past concrete block walls;
      • Covered walkways;
      • Places under which large gas mains run;
      • Areas near chain link fences (can be electric shock hazard when live wires touch);
      • Hazardous materials storage areas.
   ii) Designate open areas outside that are without overhead hazards and removed from potential danger spots; choose one, off-campus spot such as a park for back-up.
   iii) Assembly areas should not be so remote from the facility that students and staff won’t have easy access to bathrooms, phones, and the student release point.
   iv) Choose which person(s) will have the responsibility to reconnoiter after a quake and report findings to administration and co-worker.

c) INFORMATION TO STAFF:
   i) Everyone should be informed about the plans.
   ii) Once routes and assembly areas have been chosen, make floor plans and maps; give them to everyone.
   iii) Tell all personnel and students about the plans made and the routes chosen.
   iv) Make it clear that a post-earthquake evacuation route differs from a fire evacuation route, and that alternate routes may need to be used.
   v) Hold drills and exercises two times a year; practice alternate routes.
   vi) Include all students and staff with disabilities in the drills and exercises.

6. Earthquake Drills:
   a) Complete drills should be held twice a year. Principals are reminded that the guidelines for regular drills are meant to serve as a basis for part of the entire school safety program. The principal is responsible for coordinating the communication of all safety procedures to staff, students, and parents.
   b) Since immediate and appropriate reactions are essential in an earthquake, drills should generate classroom discussions, demonstrations, and exercises that will help students and staff learn and practice where to seek shelter and how to protect themselves from falling or flying objects.
   c) The drills should cover appropriate actions during the actual earthquake and after the ground stops shaking.
   d) The principal should seek advice from experts before determining response procedures for a particular school. Building design and materials may be key indicators of appropriate drills and emergency procedures.
   e) Before participating in earthquake drills, students should receive a thorough explanation of what is expected of them. The person giving the instructions should emphasize that, while the ground is shaking, students will be safest by finding immediate shelter under desks, tables, counters, etc. to avoid falling objects. The instructor should also note the noise and disorder that will accompany an earthquake, and emphasize that a calm, quiet response by teachers and students is essential.
7. **Utility Shutoff Instructions (Custodian / Designated Individual):**
   
   **a) Gas:**
   Only shut off if gas is smelled. The shutoff is at the meter as shown on the school floor plan and is a simple gate valve which must be turned 90 degrees with a crescent wrench. Once shut off, do not turn on again.
   
   **b) Electricity:**
   Do not shut off unless sparking, arcing, or smoke is observed. The shutoff is in the electrical room and is a large lever type circuit breaker.
   
   **c) Water:**
   Do not shut off unless there is a ruptured line which is flooding the school. The shutoff location is shown on the school floor plan. Copies of school floor plans are available from Maintenance.
   
   **d) Propane:**
   Propane tanks serving portable classrooms should be shut off. Access to the cage enclosing the valve is via a padlock coded to the school master key. If the master key does not currently open the padlock, schools should request the Facilities Department to change the lock so it will.

IV. **Definitions and Information**

*Earthquakes in Canada* In Canada, the coast of British Columbia is the region most at risk from a major earthquake. Other areas prone to earthquakes are the St. Lawrence and Ottawa River valleys, as well as parts of the three northern territories. Approximately 5,000 mostly small earthquakes are recorded in Canada each year. In the past 100 years, at least nine earthquakes in or near Canada have registered a magnitude greater than 7. A few have caused extensive damage. Even a magnitude 6 earthquake could do extensive damage in a built-up area. In fact, a strong quake near one of Canada's major urban areas would likely be the most destructive natural disaster this country could experience.

*Aftershock* An earthquake of similar or lesser intensity that follows the main earthquake.

*Fault* The fracture across which displacement has occurred during an earthquake. The slippage may range from less than an inch to more than 10 yards in a severe earthquake.

*Epicenter* The place on the earth’s surface directly above the point on the fault where the earthquake rupture began. Once fault slippage begins, it expands along the fault during the earthquake and can extend hundreds of miles before stopping.

*Seismic Waves* Vibrations that travel outward from the earthquake fault at speeds of several miles per second. Although fault slippage directly under a structure can cause considerable damage, the vibrations of seismic waves cause most of the destruction during earthquakes.

*Magnitude* The amount of energy released during an earthquake, which is computed from the amplitude of the seismic waves. A magnitude of 7.0 on the Richter Scale indicates an extremely strong earthquake. Each whole number on the scale represents an increase of about 30 times more energy released than the previous whole number represents. Therefore, an earthquake measuring 6.0 is about 30 times more powerful than one measuring 5.0.
V. Related Information

Related Board Policies / Procedures
- POLICY: Emergency Measures
- POLICY: Emergency Plans

Related Board Appendices
- Appendix Emergency Measures – Crash Bag Contents
- Appendix Emergency Measures – Reference Guide

Board Policy / Procedure Resources

VI. Appendix: DUCK, COVER & HOLD during Earthquake
(Next Page)
DUCK, COVER & HOLD during Earthquake

**Duck**

*DUCK or DROP down on the floor.*

**Cover**

*Take COVER under a sturdy desk, table or other furniture. If that is not possible, seek cover against an interior wall and protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors or tall furniture.*

**Hold**

*If you take cover under a sturdy piece of furniture, HOLD on to it and be prepared to move with it. Hold the position until the ground stops shaking and it is safe to move.*
Procedure: Emergency Measures - Lockdown

I. Overview / Procedure Description

Lockdown plans and drills are now just as essential for student and staff safety as fire drills. It is of key importance that persons within the school building and the police services personnel responding to an emergency know what is being done by each party to ensure a safe outcome.

II. Areas of Responsibility

**Principal** - The principal is responsible for over-all planning, the final content of the plan, scheduling of drills, inviting police, fire and Emergency Medical Services (EMS) to participate in and be aware of planning and drills, training of students and for the overall safety of staff and students. In an actual incident (not a drill), the police are responsible for management of the threat and subsequent criminal investigation, however the principal shall provide full cooperation with police.

**Staff** – School staff, and in particular administrators, have the overall responsibility for the training, safety and well being of students. Administrators during a violent incident have additional responsibilities in terms 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 crisis situation. Any student with information or prior knowledge of an individual or a potential situation which may result in a violent incident, must come forward with that information as soon as possible. This is also the case during an incident.

**Police** – Police are responsible to respond to and investigate violent incidents. During a violent incident, 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.

**Parents/Guardians** – Parents and guardians must be informed of the existence of this plan and should reinforce with their children, student responsibilities to follow directions during a crisis and disclose any information they may have prior to or during a crisis situation.

III. Guidelines for Lockdown Plans & Procedures

1. **Terminology and Definitions:**

   Every school must have a lockdown plan and procedures based on these guidelines. Lockdown plans and procedures must use the terminology and definitions set out in the Definitions section.

   a) **Command Locations**

      i) Normally, the main office will be a command post location, with another area within the school identified as an alternate command post location.

   b) **Identification of Buildings, Exterior Doors, Classrooms**:

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

      ii) All portables shall be clearly identified as well.

      iii) All exterior doors shall be clearly identified such as doors A, B, C etc.

      iv) All rooms within the building should be clearly marked with room numbers and the room use described (classroom, storage room, etc.).

      v) This information is essential to identify the location of buildings and identify safe access routes for responding emergency personnel.
c) Information for Police:
   Hard copies of floor plans, and electronic copies, if possible, should be provided to police.
   (Note: during a lockdown computers may not be operational or accessible and hard copies
   should be available.)

2. Initiating Lockdown:
   a) Immediate Activation of Lockdown:
      All staff (especially those working in the main office) should be trained that when
      information is received in the office of a situation requiring a lockdown, whoever receives 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 whoever
      receives the call to the office, and should not be delayed for the purpose of checking with
      Administration before announcing a lockdown.
   b) Methods of Announcing:
      If possible both auditory (PA) and visual notification systems inside and outside the school,
      should be used to announce a lockdown. For the safety of hearing impaired individuals and in
      situations where noise levels in open areas such as cafeterias and outside the school, may
      prevent staff and students from hearing a PA announcement, consideration should be given to
      the use of strobe lights or other visual indicator, in addition to the PA system.

3. Lockdown Procedure for Classrooms / Other Secure Areas:
   Before locking a door, staff should gather everyone in the immediate vicinity into their classroom
   or other secure area, but only if it is safe to do so. Once inside a secure area, staff and students
   should:
   • stay away from doors and windows;
   • turn off lights;
   • close blinds;
   • beware of sight lines;
   • if there is a window in the classroom door, consider covering window;
   • take cover if available (get behind something solid);
   • remain absolutely quiet;
   • teachers to take attendance;
   • no cell phone use unless necessary to communicate regarding the incident. Cell phones
     should be shut off or put on vibrate.
   The goal is to make the classroom appear vacant.

4. Lockdown Procedure for Washrooms:
   a) As washrooms cannot be locked and therefore should be identified during planning as a
      danger (Red) area in the event of a lockdown, students need to evacuate washrooms if at all
      possible and get to an area which can safely be locked down (Green).
   b) 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 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 lockdown.
c) 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 classroom or other area which is identified as a safe (green) area.

d) As a last resort, staff or students if 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.

5. **Lockdown Procedure for Open Areas:**

   a) Plans should recognize that open areas including cafeterias, libraries, hallways and other open areas are the most vulnerable areas of a school, making them the most likely location for a shooting to occur, and the most difficult areas to quickly and effectively secure.

   b) 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 evacuating 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.

   c) 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.

6. **Lockdown Procedure for Child Care & Other Facility Occupants:**

   a) As many schools have licensed child care centres or other tenants and community groups using school premises, those organizations or individuals must be taken into consideration at all stages.

   b) It is important that Principals ensure the appropriate staff from organizations sharing facilities, are included in the development and implementation of lockdown procedures and that these organizations participate in aspects of planning, training and drills.

7. **Lockdown Procedures for Outside of School Buildings:**

   a) In order to ensure those who are outside school buildings are aware that the school is locking down, the PA system must be capable of being activated outside the school. Consideration should also be given to including an exterior visual indicator (strobe lights), indicating that a lockdown has been called.

   b) Those who are outside the school when a lockdown is called, shall not re-enter the school, but shall proceed immediately to pre-determined off-site evacuation location(s). Once at the location, staff and students shall remain in that location until further advised by administration or police. Plans should include the taking of attendance at the off-site evacuation location(s).

   c) Neighbouring schools may not be the best option as off-site evacuation locations, as they too may lock down once they become aware of an incident at a nearby school.

   d) Note: When a “Hold and Secure” situation occurs and staff and students are outside the building, they should re-enter the building prior to the exterior doors being locked.

8. **Police Directed Controlled Evacuation:**

   a) In the event of a pro-longed situation, or a situation where the threat has been contained (barricaded individual), plans should include provisions for a controlled evacuation of the areas of the school, not in the vicinity of the contained area.

   b) Police will make the decision as to whether a controlled evacuation of a school under lockdown, is a viable option, and will direct the evacuation process. This will normally be done on a room by room basis, with evacuees being escorted by police to the evacuation location.
9. **Fire Alarms during Lockdown:**
In the event that a fire alarm is pulled once a lockdown has been called, staff and students 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.

10. **Procedures to End Lockdown:**
   
   a) Plans to conclude a lockdown will vary by location.
   
   b) It may include a general announcement via the PA system by the principal, or it may be a room to room visit from police/school administration with some sort of an identification process, so that the occupants of a locked room know in fact that whoever is giving them the all-clear, is in fact authentic.
   
   c) Local plans should include procedures for ending lockdowns at off-site evacuation locations.
   
   d) In all cases where police have responded, plans should clearly indicate that the decision to end a lockdown shall only be made after approval of the on-scene police, Incident Commander.

11. **Lockdown Training:**
   
   a) Orientation for new teachers should include mandatory lockdown training.
   
   b) Schools should establish a method to conduct lockdown review training for all staff, during each school year.
   
   c) Schools should consider assemblies to train secondary students on lockdown procedures. Due to the young age of some elementary students, it is suggested that classroom teachers be responsible for training students at the elementary level.
   
   d) Where possible, it is advantageous to have police partners present during training, and to assist with the training of staff and students. Fire and EMS should be invited to training sessions.
   
   e) Information for parents may include newsletters, school or board websites or an invitation to an evening session on lockdown plans.

12. **Lockdown Drills:**
   
   Each school shall conduct a minimum of two lockdown drills during each school year.
   
   a) The Principal is responsible to set the date of drills and over-see the drill, with police support/assistance.
   
   b) Consider including Fire and EMS during drills, so they become familiar with lockdown plans.
   
   c) Staff, students and parents should be given some warning of an impending drill. Procedures should include a plan to alert neighbouring schools of lockdown drills, especially if Fire and EMS have been invited to participate.
   
   d) A short debriefing should be included after all drills, to identify areas of improvement.
   
   e) Appropriate documented records of the drills (date and time) shall be kept at the school.

13. **Communications:**
   
   a) Media:
   
   i) Police are responsible to address media with respect to the criminal incident involved and police response to an incident.
   
   ii) Principal/Board personnel are responsible for dealing with media on issues of staff and student safety.
   
   iii) It is strongly advisable that media personnel from police and school boards share press releases prior to release to the media, so that both police and school officials are aware of what the other agency is saying.
b) Parents:
   
   i) A newsletter should be sent to each home at the beginning of the school year, to inform parents of lockdown procedures and to encourage parents to reinforce with their children, the importance of understanding the procedures and following staff direction.
   
   ii) Parents need to be informed of where they should proceed in the event of an actual incident involving a lockdown. Communication with parents around the importance of lockdowns is vital. Parents should be informed of what is expected should they arrive at school during a drill, or if they are present within the school when a lockdown is called.
   
   iii) In all incidents of a lockdown which was not a drill, it is recommended that a communication to parents be sent home with each student at the conclusion of the school day or as soon as possible.
   
   iv) Parents should be encouraged to ensure contact information is kept up to date so they can easily be reached by staff in the event of an emergency.

IV. Definitions

Terminology is very important. Plans should clearly identify when “Lockdown” versus other terminology is to be utilized. Terminology used to order a lockdown, should be plain language, clear and leave no misunderstanding as to what is expected. No secret passwords should to be used.

**Lockdown** should ONLY be used when there is a major incident or threat of school violence within the school, or in relation to the school. The over or misuse of lockdowns, will result in staff/students becoming desensitized and they will not take lockdowns seriously.

**Hold and Secure** should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

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

V. Related Information

*Related Board Policies / Procedures*

POLICY: Emergency Measures

POLICY: Emergency Plans

*Appendices for this Procedure*

Appendix A – Parent Information Letter
Appendix B – Frequently Asked Questions
Appendix C – Elementary School Script

*Related Board Appendices*

Appendix B: Emergency Measures – Crash Bag Contents
Appendix A: Parent Information Letter

Re: Emergency School Lockdown Procedures to be introduced in all Renfrew County Catholic District School Board School Sites

Dear Parents/Guardians:

The Renfrew County 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 local Police Services, a board-wide safety emergency school lockdown procedure plan has been developed.

The “Emergency Measures Procedure (Lockdown) is initiated in the following circumstances:

- **Lockdown** is used when there is a major incident or threat of school violence within the school, or in relation to the school.
- **Hold and Secure** is used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.
- **Shelter in Place** is used for an environmental or weather related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation. Examples may include chemical spills, blackouts, explosions or extreme weather conditions.

In order for all students and staff to become familiar with the expectations during a lockdown, our school will be practicing emergency lockdown procedures as we have normally done with fire drills. During these drills there will be signs posted on the entrance doors indicating that the school is in lockdown. The doors will be locked and no one will be allowed into the school. This is the same procedure that will be followed in a real situation.

We will be holding two lockdown practice drills during the school year. The first will be held on: _____ in the Fall and on ___ in the [Insert Date and Time] [Insert Date and Time] Spring.

We invite you to attend the Catholic School Council Advisory meeting scheduled for [Insert Date and Time] to receive full details on the lockdown procedures. This will also provide you with the opportunity to ask any questions you may have.

You are also welcome to call me at the school should you have any questions at this time.

Sincerely,

[Principal Name]
Appendix B: Frequently Asked Questions

1. **What is emergency preparedness?**
   The Renfrew County Catholic District School Board has taken steps to ensure your child’s safety while in school. Each school has developed school safety plans including the steps staff will take in the event of an emergency, including a parent communication plan and evacuation plan.

2. **How can I stay informed?**
   The Board will broadcast emergency messages, when necessary, using a number of media. General emergency messages, including early and late school openings and closing can be found on the school board’s website. Emergency messages 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 and interferes with the work staff must undertake during a lockdown.

3. **How will my child’s school handle an emergency situation?**
   All schools have a school safety plan. The specifics of each plan differ for each location. A response to a situation will differ based on the specifics of that situation. The flexibility of the plan is key to the success of the response. In general, each school has a safe schools team; develops evacuation and lockdown procedures; maintains a portable crash kit that contains key information and supplies; designates one or more appropriate evacuation sites; provides training to personnel and updating of the plan; maintains checklists for dealing with specific types of incidents; and provides resources for help before, during and after an event. All school plans have been reviewed and school crisis teams have received training.

4. **How can I see the security plan for my child’s school?**
   The Board does not release this type of specific information, pursuant to the Municipal Freedom of Information and Protection of Privacy Act. This law provides specific exclusions to the type of information that can be released. A crisis management plan serves as the template that schools use to construct their own site-specific plans.

5. **When is a lockdown used?**
   **Lockdown** is used when there is a major incident or threat of school violence within the school, or in relation to the school.
   **Hold and Secure** is used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.
   **Shelter in Place** is used for an environmental or weather related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation. Examples may include chemical spills, blackouts, explosions or extreme weather conditions.

6. **What will the school 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?**
   Schools do not intend to keep children from their parents if a crisis occurs during school hours or school activities. It is the board’s intent to make sure that children are safe inside their schools until such a time that the threat has been reduced. Parents will be informed and reunited with their children as soon as it is safe to do so.

8. **Does the school have a parent/child reunification plan?**
   Yes. Each school has developed a reunification plan for reuniting parents with their children after an emergency has occurred. Additionally, if public safety officials require that a school building be evacuated, students and staff members will be safely transported to a designated parent-student reunification centre. Parents will be informed of the reunification location via the board’s emergency plan and local media.

9. **Will I be given the evacuation and parent reunification locations ahead of time?**
   Schools do not release this type of specific information, pursuant to the Municipal Freedom of Information and Protection of Privacy Act. This law provides specific exclusions to the type of information that can be released. Also, during emergency situations, circumstances could arise that might force changes to previously designated locations. Parents will be informed of parent-student reunification centre locations via the local media and through school resources.

10. **Are schools stockpiling food and water?**
    The school board is taking action to make sure that schools and offices have the appropriate resources available for a short-term event. In the event of a large-scale catastrophic event, schools would rely on city, provincial and federal authorities for assistance.

11. **What if my child is riding a school bus at the time of the crisis?**
    The transportation service providers will be in contact with the Central Office for instructions in the event that a crisis occurs while students are in transport. Bus drivers will be informed to avoid driving toward the crisis location. Parents will be informed of the parent-student reunification centre location via the school board’s emergency messaging system and local media. If students were evacuated from campus, they would be bussed back to the school after receiving approval from officials. During a time of crisis of this type, school officials suggest parents keep informed by listening to the radio or monitoring the situation on television.

12. **Can I pick up my child?**
    Parents will be allowed to pick up their children unless public safety officials have declared that there is some reason why access to the facility is restricted. During any emergency, school personnel will maintain a safe and normal environment for children within the school. School will not automatically be cancelled in emergency situations because the school may be the safest place for children to be. Although some parents may feel compelled to pick up their children from school at that time; we want to assure them that their children are completely safe during a lockdown. Allowing anyone to enter or exit the building during this time could expose the children and everyone else inside to a potentially dangerous situation.

13. **Who can pick up my children?**
    Children will not be released to individuals who are not authorized to do so on the student’s emergency card or who do not have written parent authorization. Parents and guardians are encouraged to update the emergency contacts as needed throughout the school year.
14. **What about my child’s medication?**

If your child takes medication regularly, you the parent should make sure that the school has an appropriate amount of additional medication on hand. Talk with your child’s school administrator for more information. In the event of a lockdown, emergency medical staff will be notified if specific students are in need of imminent medication.
Appendix C: Elementary School Script

For elementary schools holding their first lockdown practice, this script may be helpful for school administrators to share with staff members and School Council.

Once the day and time have been chosen for the lockdown practice, the Principal or Vice-Principal reads the following message or one with similar intent over the P.A. system:

“Good morning boys and girls. Today we are going to practice another type of safety drill. This safety drill is called LOCKDOWN. You are all familiar with our regular FIRE DRILLS to help us leave our school quickly and safely. The LOCKDOWN DRILL is like a reverse fire drill. Instead of leaving the school, we remain in a special place in our classrooms. Why are we practicing a lockdown drill? Sometimes events occur over which we do not have control. For example, if our school basement flooded (make up some non-threatening reason), we call in our caretakers who can fix this problem. We can’t have children moving in the hallways during this cleanup so we stay in our classrooms for safety reasons. Since this is the first time we have practiced a lockdown drill, I’m going to stay on the P.A. system to talk you through this drill.

Your teacher is going to lock your classroom door, close the blinds/curtains and turn off the light. Your teacher has chosen a special place in your classroom for everyone to sit during this lockdown drill.

Ms./Mr./Mrs. has just come back to the office and told me every classroom door had a Green Card in the window. Our lockdown is over. You have done a great job with our first lockdown practice”.
PROCEDURE: Emergency Measures - Tornado

I. Overview / Procedure Description

Outline of the emergency measures to follow in the event of a tornado warning.

II. Areas of Responsibility

**Principal, Vice-Principal or Principal Designate:** school pre-incident planning (information, drills, evacuations); and tornado shelter decisions;

**Teacher:** class tornado drills and information; if tornado warning, direct students to safe location; after tornado, keep students in safe location; (NOTE: take class list).

**School Custodian and Maintenance Staff:** school pre-incident planning; immediate post incident utility shut off (gas, water, fire fighting, electricity, etc.), if safe to do so.

III. Procedure Steps / Checklist

1. **Tornado General Guidelines:**
   - **TIME:** seconds count; tornadoes can occur with minimal warning;
   - **DANGERS:** roof failure, breaking glass and flying debris are the biggest tornado hazards – put as many walls between you and the tornado as possible;
   - **SAFE Locations:** basements, small first floor interior rooms or stairwells without windows, doors or exposure to the outside;
   - **UNSAFE Locations:** Portable Classrooms,
   - **UNSAFE Locations:** Gyms, Auditoriums, Lunchrooms and rooms with large roof spans;
   - **UNSAFE Locations:** exterior rooms with windows and/or doors;
   - **UNSAFE Locations:** school buses;
   - **EVACUATE** students from unsafe to safe locations.

2. **Signs of Approaching Tornado:**
   - **COLOR:**
     A very dark (black) thunderstorm or one taking an eerie look (brownish, green, or yellow cloud colors) may be an indication of a severe thunderstorm. The colors and darkness of the cloud are caused by the storm's massive size and the blockage of sunlight. This storm may bring hail, very heavy rain, and damaging winds.
   - **SOUND:**
     The sound of a freight train is the roar of wind as it moves through trees and buildings. It may indicate an approaching tornado or severe downburst. You should take protective action immediately.
   - **FUNNEL / TORNADO:**
     A funnel is a small rotating funnel-shaped cloud. It does not touch the ground. If the funnel-shaped cloud is touching the ground, it is a tornado. Only a very small percentage of funnels turn into tornadoes. It is possible for the rotating column of damaging winds from a tornado to be on the ground with the visible funnel only extending half-way to the ground. Look for debris, leaves and dust rising into the air and listen for the sound of a freight train. People often confuse low clouds, commonly called "scud", for tornadoes or funnel clouds. It is important to look for organized, counterclockwise rotation about a vertical axis.
3. **Tornado Watch:**  
*When conditions are favourable for the development of severe thunderstorms with one or more tornadoes.*  
- Monitor local weather station for notice of tornado warning for your location.  
- Communicate with appropriate Superintendent of Education or designate.

4. **Tornado Warning:**  
*When a tornado has been reported; or when there is evidence based on radar, or from a reliable spotter that a tornado is IMMINENT.*  
   a) **SAFE LOCATIONS:** basements, small first floor interior rooms, bathrooms, interior halls and stairwells without windows, doors or exposure to the outside.  
   b) Notify staff and students in portables to evacuate to their assigned safe location in the main school building.  
   c) Notify staff and students outside to evacuate to safe locations in the main school building.  
   d) Notify all students and staff to evacuate to their assigned safe location in the main school building in an orderly fashion.  
   e) Hold the school busses and direct students, staff and bus drivers to safe locations.  
   f) Check to ensure that all students have been evacuated from unsafe locations.  
   g) Crash Bag: designated person takes Crash Bag to one of the Safe Locations.  
   h) Everybody Down: Instruct students to drop to their knees, tuck their heads in and cover their neck/heads with their hands, if the tornado is imminent.

**EXAMPLE:** Recommended Position

5. **Post Tornado:**  
- Keep students assembled in an orderly manner, in a safe area away from broken glass and other sharp debris, and away from power lines, puddles containing power lines, and emergency traffic areas.  
- While waiting for emergency personnel to arrive, carefully render aid to those who are injured.  
- Keep everyone out of damaged parts of the school; chunks of debris or even that whole section of the building may fall down.  
- Ensure nobody is using matches or lighters, in case of leaking natural gas pipes or fuel tanks nearby.  
- It is very important for teachers, principals and other adult authority figures to set a calm example for students at the disaster scene, and reassure those who are shaken.
6. **Pre-Tornado Safety Planning:**
   
   a) **SAFE LOCATIONS:** designate the safer or safest locations in your school; assign a safe location to each class; assign a general safe indoor location to students who are outdoors.
   
   b) **COMMUNICATIONS:** plan to have alternative means of communications in the event of electrical failure (i.e. cell phones for portables; megaphone, if power out).
   
   c) **SCHOOL SCHEDULE** plan should accommodate beginning or end of school day, recesses, class change times as well as during class time.
   
   d) **DISABLED STUDENTS:** make special provisions for disabled students in your tornado safety plan.
   
   e) **DRILL:** tornado drills should be practiced at least once per year.
   
   f) **SCHOOL BUSES:** If a school bus is caught in the open when a tornado is approaching, the children should be escorted to a nearby ditch or ravine and made to lie face down, hands over head. They should be far enough away so the bus cannot topple on them.

**IV. Definitions**

- **tornado** a violently rotating column of air in contact with the ground and extending to the thunderstorm base often seen extending from near the wall cloud. It can be a few yards across to a mile wide.

- **tornado season** is generally May through September, although tornadoes can occur at any time of the year.

- **tornado classification system:**
  
  - (F0) **Gale Tornado (40 - 72 m.p.h.)** - Light damage: Some damage to chimneys; break branches off trees; push over shallow-rooted trees; damage sign boards
  
  - (F1) **Moderate Tornado (73 - 112 m.p.h.)** - Moderate damage: The lower limit (73 m.p.h.) is the beginning of hurricane wind speed; peel surface off roofs; mobile homes pushed off foundations or overturned; moving auto pushed off road
  
  - (F2) **Significant Tornado (112 - 157 m.p.h.)** - Considerable damage: Roofs torn off frame houses; mobile home demolished; boxcars pushed over; large trees snapped or uprooted; heavy cars lifted off ground and thrown
  
  - (F3) **Severe Tornado (158 - 206 m.p.h.)** - Severe damage: Roof and some walls torn off well-constructed houses; trains overturned; most trees in forests uprooted; heavy cars lifted off ground and thrown
  
  - (F4) **Devastating Tornado (207 - 260 m.p.h.)** - Devastating damage: Well-constructed houses leveled; structures blown off weak foundations; cars and other large objects thrown about
  
  - (F5) **Incredible Tornado (261 - 318 m.p.h.)** - Incredible damage: Strong frame houses are lifted off foundations and carried a considerable distance to disintegrate; automobile-sized missiles fly through air in excess of 100 meters; trees debarked
  
  - (F6+) **Inconceivable Tornado (319 - 379 m.p.h.)** The maximum wind speed of tornadoes is not expected to reach the F6 wind speeds
  
  [Scale developed by Professor Theodore Fujita, University of Chicago]

**V. Related Information**

- **Related Board Policies / Procedures**
  
  POLICY: Emergency Measures
  
  POLICY: Emergency Plans

- **Related Board Appendices**
  
  Appendix Emergency Measures – Crash Bag Contents
  
  Appendix Emergency Measures – Reference Guide
POLICY: Emergency Plans

I. Purpose of Policy

The Board recognizes its responsibility for safeguarding the lives of staff and of the children entrusted to them during school hours. Furthermore, the Board believes that emergencies are best handled when prior plans are made and all relevant parties are aware of expected procedures.

II. Policy Statement

1. Local, Provincial and Federal Authorities:
   a) The Board shall cooperate with the local, Provincial and Federal authorities in emergency situations and in cases of a declared local or regional pandemic or disaster.
   b) The Board shall permit the use of a school or school property for emergency use by first responders and/or the general public at the request of the appropriate local, Provincial or Federal authorities in concurrence with the Director of Education or designate.

2. School Responsibilities:
   a) The principal of each school shall initiate and maintain a school Crisis Response Plan that shall include the location, street address and contact information for the school’s emergency location (alternate) site and a School Fire Safety Plan.
   b) In an emergency, the school shall remain open unless, in the opinion of the principal, the safety or health of the occupants is at serious risk. In such cases, the students and staff shall relocate to their designated emergency location site and the principal/designate shall immediately advise the superintendent of schools of his/her action.
   c) If the designated emergency location cannot be used, the principal, in cooperation with the superintendent of schools, shall provide an alternate safe evacuation site within walking distance of the school or initiate early closing.
   d) All required Fire Drills, Lockdown and other drills or mock disaster test procedures shall be completed in accordance with legislation, government directives and/or at the request of the Board, and appropriate documented records of the drills (date and time) shall be kept at the school.

3. Additional School & Worksite Requirements
   a) School principals/work site managers shall review the Emergency Measures Policy and school emergency plans with staff on an annual basis.
   b) Every school and worksite shall have individualized workplace emergency response plans for all employees who have a disability if the known disability is such that the individual employee requires an individualized emergency response plan. The individual emergency response plan is to be developed in consultation with the disabled employee.
   c) Upon request, emergency procedures, plans or public safety information provided to the public shall be made available in an accessible format or with appropriate communications support as soon as possible.
4. **Guideline for Emergency Plan Procedures**

Emergency Plan Procedures shall:

- **a)** define basic procedures to deal with any emergency affecting the school or school system;
- **b)** identify responsibilities of individuals in responding to emergency situations;
- **c)** identify necessary resources to facilitate emergency plans;
- **d)** develop procedures for communication during and after the emergency;
- **e)** define appropriate drills and exercises to prepare personnel and students to react appropriately in case of emergency.

5. **Plan Reviews:**

- **a)** Each school plan, as well as the Board plan, shall be thoroughly reviewed annually.
- **b)** A page should be included within the plan which allows for documentation of when and who reviewed the plan, along with a signature area. Where boards develop a web-based application to record when drills have been completed, a separate page could be created to allow for the recording on the web-site of the date the plan was reviewed annually.

III. **Definitions**

**Crisis:** A crisis is defined as: (1) any violent incident, serious accident/injury, or incident including significant damage to property at schools or other Board facilities; and (2) an incident that has the potential to impact, or is impacting, the health and welfare of students, staff and/or community.

**Terminology** is very important. Plans should clearly identify when “Lockdown” versus other terminology is to be utilized. Terminology used to order a lockdown, should be plain language, clear and leave no misunderstanding as to what is expected. No secret passwords should to be used.

**Lockdown**” should ONLY be used when there is a major incident or threat of school violence within the school, or in relation to the school. The over or misuse of lockdowns, will result in staff/students becoming desensitized and they will not take lockdowns seriously.

**Hold and Secure** should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

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

IV. **Related Information**

*Procedure for this Policy*

- Procedure: School Fire Safety Plan

*Related Board Policies and Procedures (Facilities)*

- **POLICY:** Emergency Measures
- Procedure: Emergency Measures – Bomb Threats
- Procedure: Emergency Measures - Earthquake
- Procedure: Emergency Measures – Lockdown
- Emergency Measures Lockdown Appendix A (Parent Information Letter)
- Emergency Measures Lockdown Appendix B (FAQ)
- Emergency Measures Lockdown Appendix C (Elementary School Script)
Related General Appendices (Facilities)
  Appendix B  Emergency Measures – Crash Bag Contents

Related Board Policies (Schools & Students)
  POLICY: Safe Schools – Access to School Premises
  POLICY: Safe Schools – Code of Conduct

Related Board Policies (Human Resources)
  POLICY: Workplace Violence
Procedure: School Fire Safety Plan

I. Overview / Procedure Description
To ensure that Board schools are in compliance with their statutory obligations for school fire safety plans.

II. Areas of Responsibility

a) School principals shall develop a fire safety plan for their schools, conduct and record fire evacuation drills as required, and review the fire safety plan with school staff annually.

b) The Plant Services Department has the responsibility for monitoring and overseeing that school fire drills are conducted as required under its general responsibility for management of Board facilities and for health, safety and security management.

c) The Supervisory Officer has responsibility for monitoring the annual review of fire safety plans with school staff.

III. Procedure Steps / Checklist

1. Fire Safety Plan:
A Fire Safety Plan shall be included as part of the School’s Emergency Procedures Plan.

2. Statutory Requirements for a Fire Safety Plan:

a) Each school’s fire safety plan shall include:
   i) the emergency procedures to be used in case of fire including sounding the fire alarm, notifying the fire department, provisions for access for fire fighting, instructing occupants on procedures to be followed when the fire alarm sounds, evacuating endangered occupants and confining, controlling and extinguishing the fire,
   ii) the appointment and organization of designated supervisory staff to carry out fire safety duties,
   iii) the instruction of supervisory staff and other occupants so that they are aware of their responsibilities for fire safety,
   iv) the holding of fire drills including the emergency procedures appropriate to the building,
   v) the control of fire hazards in the building, and
   vi) the provision of alternative measures for the safety of occupants during any shutdown of fire protection equipment and systems or part thereof, and instructions, including schematic diagrams, describing the type, location and operation of building fire emergency systems.

b) A master copy of the Fire Safety Plan shall be kept in the Main Office of the school.

c) Each school’s fire safety plan shall be reviewed as often as necessary, but at least annually on or before August 31st of each school year.

3. Frequency of Fire Drills:

a) School principals shall hold evacuation fire drills three times in each of the fall and spring school terms.

b) The principal of an evening class or classes or of a class or classes conducted outside the school year shall hold at least one emergency drill in the period during which the instruction is given.
4. **School Record of Fire Drills:**
   Each school principal shall maintain a record of fire drills held in the prior school year until at least August 31st of the next school year.

5. **Review of Fire Safety Plan with Staff**
   The principal or designate of each school shall:
   1. review the school’s Fire Safety Plan with staff on or before September 1st of each school year;
   2. keep a record to indicate that the Fire Safety Plan has been reviewed with staff; and
   3. advise the Supervisory Officer that the review has taken place.

### IV. Related Information

**Related Board Policies / Procedures**

**POLICY:** Emergency Plans

**Legislation**

- Ontario Regulation 213/07 – Fire Code, section 2.8 (Emergency Planning).
- Education Act.
- Ontario Regulation 298 – Operation of Schools – General, section 6 (Emergency Procedures).
POLICY: Facility Partnerships

I. Purpose of Policy

To encourage the School Board to work with its community partners in order to share facilities to the benefit of the Board, students and the community, and to optimize the use of public assets owned by the Board.

II. Policy Statement

1. General Principles:
   a) The Board’s primary responsibility is to support the achievement and safety of its students in Board schools and facilities.
   b) The health and safety of the Board’s students and staff must be protected and general building security must be maintained.
   c) Any partnership must not compromise the Board’s student achievement strategy.
   d) Any partnership must be appropriate for a school setting and/or for Board operations.
   e) Any partnership must be compatible with the Board’s mission, values and policies.
   f) The Board shall not assume additional cost as a result of a partnership agreement.
   g) Community partners shall pay their fair share of any costs based on a proportional share of joint use or shared space including a reasonable Board administration fee.
   h) Entities that provide competing education services such as tutoring services, JK-12 private schools, private colleges and non government funded credit offering entities are not eligible partners.
   i) The Board will continue to follow the process outlined in the Education Act and applicable Regulation for facility agreements and for disposal of property.

2. Determination of Non Surplus & Unused Space in Board Facilities:

Each year Plant Services shall compile a list or amend an existing list of non surplus and unused space in existing Board facilities for the Superintendent of Business Services using the guidelines set out below:

a) the school was utilized at 60% or less of Ministry capacity and/or had 200 or more unused pupil places for two school years;

b) the said space will not be required for school purposes or non school purposes for the next three years;

c) the said space can be segregated or separated from the space being used for school purposes such that use of the said space shall not interfere with or impair school operations;

d) the said space can be segregated or separated from the space being used for Board purposes such that use of the said space shall not interfere with or impair Board operations;

e) the said space can used safely for non school and/or non Board purposes; and

f) the use of the said space for non school operations or non Board operations shall not contravene zoning and/or site plan restrictions.

Input shall be sought from the relevant superintendent and/or school principal prior to a determination of non surplus and unused space in Board facilities.
3. **Notification of Community Partners:**
   
   a) The Board shall post information on its web site regarding:
      i) any intention to build new schools and to undertake significant renovations (1-3 years prior to the construction date) along with a Request for Expression of Interest (RFEI) and
      ii) non surplus unused space in open and operating schools and administrative buildings that is available for facility partnerships.
   
   b) An annual public meeting on facility partnership opportunities shall be held in conjunction with a regular Board or Committee meeting.
   
   c) By e-mail the Board shall provide notice of the annual public meeting and notice of the information on the Board web page to the following community partners:
      i) any entities mentioned in section 1 (2) of Ontario Regulation 448/98 Disposal of Surplus Real Property. (See Appendix in Part IV of this Policy.)
      ii) any not-for-profit agencies regulated under the Day Nursery Act or other government funded agencies who have made a written request to be notified; and
      iii) any other community partners determined by the Board.
   
   d) Community partners wishing to share or use space must submit a proposal which shall include the following information:
      i) the reason for the interest in partnering with the Board;
      ii) how partnering will benefit the Board and its students;
      iii) the community partner’s ownership and history;
      iv) the community partner’s legal status (unincorporated, partnership, incorporated, other) and a copy of their legal and governing documents;
      v) the nature of their product or service;
      vi) their key contact and his or her position;
      vii) the authority of the key contact to bind the community partner; and
      viii) the community partner’s financial ability to partner along with their most recent financial statement.

4. **Selection of Community Partners:**
   
   a) All community partners must comply with the general principles set out earlier.
   
   b) Partnerships should support the achievement or enhance the learning of Board students or otherwise benefit the Board.
   
   c) Input shall be sought from the relevant superintendent, school principal and school council and considered prior to a Board decision on a community partner proposal.
   
   d) The Board shall evaluate any community partner proposals using the principles, criteria and input set out in this Policy.

5. **Co-Building with Community Partners:**
   
   a) In the event the Board is planning any new construction or major renovations its community partners shall receive notification through the Board web site.
   
   b) Input shall be sought from the relevant superintendent, school principal and school council and considered prior to a Board decision on a response to a community partner Expression of Interest.
   
   c) The Board shall evaluate any responses to its Request for Expression of Interest using the principles and criteria set out in this Policy.
III. Related Information

_Legislation_

**Education Act:**
- recreational facility agreements (s. 171 (1) (para. 44));
- child care & day nursery facilities (s. 171 (1) (paras. 48-49));
- municipal, hospital, university or college agreement (s. 171.1 (2) (para. 4));
- municipal joint use agreements (s. 183); disposal of property (s. 194);
- agreement for multi-use building (s. 196).

Ontario Regulation 444/98 (Disposal of Surplus Real Property)

_Ministry of Education_

2010: B1 Encouraging Facility Partnerships
2010_02_11 Facility Partnerships Guideline

IV. Appendix – Extracts from Legislation

1. **Municipal Entities which the Board is required to Notify in Part II, Section 3 (b) of this Policy (Ontario Regulation 444/98, s. 1 (2)):**
   - a) The municipality in which the property is located.
   - b) Any local board of the municipality in which the property is located.
   - c) If the property is located in an upper-tier municipality, that upper-tier municipality.
   - d) If the property is located in an upper-tier municipality, any local board of that upper-tier municipality.

2. **Definition of Local Board of a Municipality (Municipal Act, s. 1 (1)):**
   “local board” means a municipal service board, transportation commission, public library board, board of health, police services board, planning board, or any other board, commission, committee, body or local authority established or exercising any power under any Act with respect to the affairs or purposes of one or more municipalities, excluding a school board and a conservation authority.
POLICY: Indoor Air Quality

Rationale:
To provide fresh air by use of natural ventilation in schools which do not have mechanical ventilation systems.

Personnel Affected by Policy:
All pupils, teaching and non-teaching staff.

Organizational Authority:
The Board

Regulations:
1. **SIGNS OF POOR VENTILATION**
   Signs of poor ventilation are drowsiness, headaches and nausea.

2. **AIR EXCHANGE**
   a) To ensure proper ventilation in the classrooms and administration areas of the school, staff using these areas shall open a window at least three (3) times daily during the cold weather.

   b) The windows shall be opened for approximately ten (10) minutes when the rooms are vacated by a majority of the inhabitants, preferably during the morning recess, lunch break and afternoon recess.

3. **EQUIPMENT AND FURNITURE PLACEMENT**
   a) Locate photocopiers, laminators and other such equipment in ventilated areas, or close to a window which can be opened.

   b) Place furniture and equipment appropriately to prevent obstruction of windows used for ventilation.

   c) Do not block supply or exhaust grills.

   d) Furniture, equipment, carpets etc., should not be brought into the school without Board approval, as these articles may hold dirt, dust, pet hair, dander, molds, fungi and other allergens.

   e) Use good housekeeping practices.

4. **PLANTS**
   Uncared for potted plants support fungal and mold growth. Plants can improve indoor air quality and relative humidity levels, however, they must be maintained by the provider or designate.

5. **ANIMALS**
   See Living Things in School Policy in the Schools & Students policy category.
POLICY: Pupil Accommodation Review

I. Purpose of Policy

To set out the process the Board will follow in the closure or consolidation of one or more of its schools and to comply with the Ministry of Education guidelines.

II. Policy Statement

1. Guiding Principles:
   a) The Board is committed to support student achievement through providing quality education for all students under its jurisdiction and by optimizing the use of facilities and resources.
   b) In the school closure or school consolidation process the school’s value to the student takes priority over other considerations about the school including the value to the school board, the value to the community and the value to the local economy.

2. Initial Board Decision:
   a) The Board may initiate a School Accommodation Review where school reorganization and consolidation may be considered to be educationally and/or operationally advisable.
   b) Wherever possible, accommodation reviews should focus on a group of schools within a school board’s planning area rather than examine a single school. These schools would be reviewed together because they are located close enough to the other schools within a planning area to facilitate the development of viable and practical solutions for student accommodation.

3. Accommodation Review Committee (ARC) Process Required:
   a) If the Board is considering the closure or consolidation of a school or schools which offer elementary or secondary regular day-school programs, the Accommodation Review Committee (ARC) process is required and shall comply with the Ministry of Education guidelines.
   b) The (Jun-09) Ministry of Education document, Pupil Accommodation Review Guideline, as amended from time to time, is posted on the Board web page after this Policy and is available at the Board offices.

4. Accommodation Review Committee (ARC) Process Not Required:
   In the following circumstances the Board is not obligated to undertake the Accommodation Review Committee process. In these circumstances, the Board is expected to consult with local communities about proposed accommodation options for students in advance of any decision by the Board.
   i) Where a replacement school is to be rebuilt by the Board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board’s existing policies;
   ii) When a lease is terminated;
   iii) When the Board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years;
iv) When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations; and

v) Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair.

5. ARC Report & Final Board Decision:
   a) The ARC will produce an Accommodation Report that will make accommodation recommendations consistent with the objectives and reference criteria outlined in the Terms of Reference;
   b) The ARC will deliver its Report to the Director of Education who will post on the Board web site the ARC Report, other information related to the Report and meetings of the Board at which the Report shall be considered.
   c) The ARC will present its Accommodation Report to the Board of Trustees.
   d) Board administration will examine the ARC Accommodation Report and present the administration analysis and recommendations to the Board of Trustees.
   e) The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the Board must outline clear timelines around when the school(s) will close.
   f) There must be no less than 60 calendar days, excluding summer vacation, Christmas break, Spring break and adjacent weekends, between the submission ARC Report to the Board and the Board meeting at which the Trustees make the final decision.

6. Review of the School Accommodation Review Process:
   a) A review of the Board’s school accommodation review process may be sought in accordance with the guidelines set out in the (Jun-09) Ministry of Education document, Administrative Review of Accommodation Review Process, as amended from time to time.
   b) The above document is posted on the Board web page after this Policy and is available at the Board offices.

7. Procedure(s):
   Board administrative staff will develop any necessary procedure(s) to implement this Policy and to comply with the Ministry of Education guidelines. Procedures shall be approved by the relevant Supervisory Officer and posted on the Board web page.

III. Related Information

Procedures / Appendices for this Policy
   Procedure: Accommodation Review Committee (ARC) Process
   Appendix A: Factors for School Information Profile

Ministry of Education
   Ministry of Education. (Jun—09). Administrative Review of Accommodation Review Process
Procedure: Accommodation Review Committee (ARC) Process

I. Overview / Procedure Description

To set out the procedures for the Accommodation Review Committee (ARC) to follow and to comply with the Ministry of Education guidelines.

II. Areas of Responsibility

Members of the Accommodation Review Committee (ARC) and Board staff involved in the Accommodation Review Committee (ARC) process.

III. Procedure Steps / Checklist

1. Accommodation Review Committee (ARC):
   a) Appointment of ARC:
      The Board shall appoint an Accommodation Review Committee (ARC) in each planning area where it has determined that school consolidation and closure is a possibility. Membership of the ARC, wherever possible, will include:
      i) one Superintendent of Education or designate, who will act as Chair of the committee;
      ii) one Superintendent of Business or designate, who will act as Secretary of the committee;
      iii) depending on the number of schools under review either one Principal or designate, or two Principals or designates;
      iv) one teacher representative,
      v) one non-teaching representative,
      vi) a parent representative from each school under consideration;
      vii) one community representative from the area under review; and
      viii) such other Board staff as are necessary as resource.
      The Chair of ARC will work with the Principal of each school under review to appoint ARC members.
   b) Responsibilities of ARC:
      In accordance with the Ministry of Education guidelines the ARC:
      i) shall discuss and consult about the School Information Profile for the schools under review and may modify the Profile where appropriate;
      ii) may create alternative accommodation options;
      iii) will seek input and feedback about the accommodation options and the ARC Accommodation Report from school councils, students, parents, guardians, staff and the local community of the school(s) under review, and hold no fewer than four public meetings to seek input from a wide range of school and community groups;
      iv) will produce an Accommodation Report that will make accommodation recommendations consistent with the objectives and reference criteria outlined in the Terms of Reference; and
      v) will deliver the Accommodation Report to the Director of Education and present it to the Board of Trustees.
c) **Terms of Reference for the ARC:**
   In accordance with the Ministry of Education guidelines the Board shall provide the ARC with Accommodation Review Terms of Reference.

2. **Information for ARC:**
   a) **School Information Profile:**
      The Board will provide a School Information Profile (using the factors set out in Appendix A) for each school under review which shall include data for each of the following four considerations. (It is recognized that value to the student shall take priority over other considerations about the school.)
      - value to the student;
      - value to the school board;
      - value to the community; and
      - value to the local economy.

   b) **Additional Board Information:**
      The Board will provide:
      - the most recent Long Term Capital Plan of the Board to provide a context for the accommodation review;
      - background information regarding the schools located within the area of the accommodation review;
      - alternate accommodation plans for the students in the schools located within the area of the accommodation review including suggestions as to where the students could be accommodated, what changes to existing facilities might be required, what programs could be available to the students, and associated transportation requirements; and
      - any information on partnership opportunities for the schools under review.
      Board Staff will respond to reasonable requests for additional information from the ARC, if the requests are approved by the ARC.

3. **ARC Community Consultation & Public Meetings**
   a) **Notice:**
      i) Parents/guardians, staff and school council members of the affected schools will be informed, in writing, through their respective schools, of the Board’s decision to form an ARC.
      
      ii) Notice of the public meetings will be provided through school newsletters, letters to the school community, the Board’s website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number.
      
      iii) Notice of the first public meeting will be provided no less than thirty (30) days in advance of the meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break and their adjacent weekends. A minimum of two weeks notice will be provided in respect of the other public meetings.
      
      iv) Beginning with the first public meeting the public consultation period must be no less than 120 calendar days, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break and their adjacent weekends. In the event of extenuating circumstances (i.e. unsafe weather conditions cancelling meetings,) Board Administration will go back to Trustees to inform them of the extension of the process.

   b) **Consultation:**
      The ARC will consult with school councils and a wide range of school and community groups, about the School Information Profile, the accommodation options and the ARC Accommodation Report.
c) **Meetings:**
   i) The ARC will hold no fewer than four public meetings, located where possible at the school(s) under review, with well publicized notice and with relevant information provided in advance.
   ii) At least three meetings are held for the purposes of seeking input prior to drafting the ARC Accommodation Report. The final meeting is to present the Report with accommodation recommendations.
   iii) Meetings are to be structured to encourage an open and informed exchange of views and minutes reflecting the full range of views expressed at the meeting are to be kept and made publicly available.
   iv) There must be a process in place to respond to questions raised at the meetings that cannot be answered at the meetings.

4. **ARC Accommodation Report and Recommendations:**
   a) The ARC will produce an Accommodation Report that will make accommodation recommendations consistent with the objectives and reference criteria outlined in the Terms of Reference;
   b) The ARC will share the Report with the community at a public meeting and may incorporate feedback from the meeting into the final Report.
   c) Within 10 days of approving the final ARC report, the ARC Chair will submit the final version of its Report to the Director of Education, at which time it will be made accessible to trustees and the public.
   d) The ARC Chair will present the Report to the Board of Trustees at a regularly scheduled Board meeting.
   e) Board administrative staff will examine the Report and will present the administration analysis and recommendations to the Board of Trustees at the same meeting referenced in section 4 (d) above.
   f) There will be notice of the meeting date at which the Board will make its final determination. There must be no less than 60 days, excluding summer vacation, Christmas break, Spring break and their adjacent weekends, between the submission of the ARC Report and the Board meeting at which the Trustees make the final decision.

**IV. Related Information**

*Related Board Policies*

POLICY: Pupil Accommodation Review
Appendix A Factors for School Information Profile.

*Ministry of Education*

Ministry of Education. (Jun—09). Administrative Review of Accommodation Review Process
Appendix A: Factors for School Information Profile

Value to Student
(The valuation assessment is to weigh the value of the school to the student above all other considerations)

- Quality of the learning environment at the school: school climate and culture; availability of specialized teaching and support staff; class sizes - triple grading avoided.
- Student outcomes at the school: academic achievement and character development.
- Range of course or program offerings: e.g. FSL, special education, literacy, character education, secondary program pathways.
- Range of extracurricular activities and extent of student participation.
- Adequacy of the school’s physical space to support learning for all students: e.g. library, computer lab, gymnasium, special education rooms, subject specific rooms.
- Adequacy of the school’s grounds for healthy physical activity and extracurricular activities.
- Accessibility of the school for students with disabilities.
- Safety of the school, including yard and bus safety.
- Proximity of the school to students/length of bus ride to school: reasonable ride times for JK-12.

Value to School Board

- Student outcomes at the school: e.g. EQAO results, graduation rates.
- Range of program or course offerings: e.g. preserving or enhancing mandatory programs, innovative or optional programs, literacy intervention, student support.
- Availability of specialized teaching spaces to support programming: e.g. special education, technological studies, adult learning.
- Condition and location of school: maintenance and repairs; health and safety - well water, air quality, compliance with fire, electrical, TSSA codes, proximity to hazards, location of school office; accessibility - elevator, ramps, single level construction.
- Value of the school if it is the only school within the community: sustaining JK-12 programs.
- Fiscal and operational factors (e.g. enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives, availability of grants to offset costs).
- Human resources: professional learning community, administration and support staff, parent involvement, school council, community partners.

Value to the Community

- Facility for community use: actual level of use.
- Range of program offerings at the school that serve both students and community members: e.g. fitness and nutrition programs.
- School grounds as green space and/or available for recreational use.
- School as a partner in other government initiatives in the community: e.g. joint use agreements, emergency evacuation site.
- Value of the school if it is the only school within the community: availability of alternative sites for community use, involvement of community in school and school staff in community - social interaction (carnivals, fun nights).
Value to the Local Economy

• School as a local employer.
• Availability of cooperative education and future employment opportunities in community.
• Availability of training opportunities or partnerships with business.
• Attracts or retains families in the community: demographics, enrolment projections.
• Value of the school if it is the only school within the community: part of rural infrastructure, potential alternate uses (e.g. child care).
• Community economic development planning: sustainability, diversification, growth.
PURPOSE

The purpose of the Pupil Accommodation Review Guideline (previously referred to as school closure guidelines) is to provide direction to school boards regarding public accommodation reviews undertaken to determine the future of a school or group of schools.

The Guideline ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the full involvement of an informed local community and it is based on a broad range of criteria regarding the quality of the learning experience for students.

In recognition of the important role schools play in strengthening rural and urban communities and the importance of healthy communities for student success, it is also expected that decisions consider the value of the school to the community, taking into account other government initiatives aimed at strengthening communities.

School boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement.

Under paragraph 26, subsection 8 (1) of the Education Act, the Minister of Education may issue guidelines with respect to school boards’ school closure policies. The Guideline is effective upon release.

SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for establishing and following their own accommodation review policies. At a minimum, boards’ accommodation review policies are to reflect the requirements of the Pupil Accommodation Review Guideline set out below.

A copy of the school board’s accommodation review policy, the government’s Pupil Accommodation Review Guideline and the Administrative Review of Accommodation Review Process documents are to be available at the school board’s office and posted on the school board’s website.
School boards are expected to undertake long-term enrolment and capital planning that will provide the context for accommodation review processes and decisions. This planning should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.

The *Guideline* recognizes that, wherever possible, accommodation reviews should focus on a group of schools within a school board's planning area rather than examine a single school. These schools would be reviewed together because they are located close enough to the other schools within a planning area to facilitate the development of viable and practical solutions for student accommodation.

**ACCOMMODATION REVIEW TERMS OF REFERENCE**

The review of a particular school or schools is to be led by an Accommodation Review Committee (ARC) appointed by the board. The ARC assumes an advisory role and will provide recommendations that will inform the final decision made by the Board of Trustees.

Each ARC must include membership drawn from the community. It is recommended that the committee include parents, educators, board officials, and community members. Trustees are not required to serve on ARCs.

School boards will provide the ARC with a Terms of Reference that describes the ARC's mandate. The mandate will refer to the board's educational and accommodation objectives in undertaking the ARC and reflect the board's strategy for supporting student achievement. The Terms of Reference will contain Reference Criteria that frame the parameters of ARC discussion. The Reference Criteria include the educational and accommodation criteria for examining schools under review and accommodation options. Examples may include grade configuration, school utilization, and program offerings.

The Terms of Reference will identify ARC membership and the role of voting and non-voting members, including board and school administration. The Terms of Reference will also describe the procedures for the ARC, including meetings; material, support, and analysis to be provided by board administration; and the material to be produced by the ARC.

School boards will inform the ARC at the beginning of the process about partnership opportunities, or lack thereof, as identified as part of boards' long-term planning process.

**SCHOOL INFORMATION PROFILE**

School boards are required to develop a School Information Profile to help the ARC and the community understand how well school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School
Information Profile includes data for each of the following four considerations about the school(s):

- Value to the student
- Value to the school board
- Value to the community
- Value to the local economy

It is recognized that the school’s value to the student takes priority over other considerations about the school. A School Information Profile will be completed by board administration for each of the schools under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed School Information Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize.

The following are examples of factors that may be considered under each of the four considerations. Boards and ARCs may introduce other factors that could be used to reflect local circumstances and priorities, which may help to further understand the school(s).

**Value to the Student**

- the learning environment at the school;
- student outcomes at the school;
- course and program offerings;
- extracurricular activities and extent of student participation;
- the ability of the school’s physical space to support student learning;
- the ability of the school’s grounds to support healthy physical activity and extracurricular activities;
- accessibility of the school for students with disabilities;
- safety of the school;
- proximity of the school to students/length of bus ride to school.

**Value to the School Board**

- student outcomes at the school;
- course and program offerings;
- availability of specialized teaching spaces;
- condition and location of school;
- value of the school if it is the only school within the community;
- fiscal and operational factors (e.g., enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

**Value to the Community**

- facility for community use;
- program offerings at the school that serve both students and community members (e.g., adult ESL);
- school grounds as green space and/or available for recreational use;
- school as a partner in other government initiatives in the community;
- value of the school if it is the only school within the community.

Value to the Local Economy

- school as a local employer;
- availability of cooperative education;
- availability of training opportunities or partnerships with business;
- attracts or retains families in the community;
- value of the school if it is the only school within the community.

ACCOMMODATION REVIEW PROCESS

As indicated above, the public review of each school or group of schools is to be led by a local Accommodation Review Committee appointed by the board.

School boards must present to the ARC at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.

The Ministry recommends that, wherever possible, schools should only be subject to an accommodation review once in a five-year period, unless there are exceptional circumstances.

School Information Profile

The ARC will discuss and consult about the School Information Profile(s) prepared by board administration for the school(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

Public Information and Access

School boards and ARCs are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the school board’s website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.
**Accommodation Options**

The ARC may also create alternative accommodation options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the ARC to examine options. This analysis will assist the ARC in finalizing the Accommodation Report to the board.

ARCs may recommend accommodation options that include new capital investment. In such a case, board administration will advise on the availability of funding. Where no funding exists, the ARC with the support of board administration will propose how students would be accommodated if funding does not become available.

As the ARC considers the accommodation options, the needs of all students in schools of the ARC are to be considered objectively and fairly, based on the School Information Profile and the objectives and Reference Criteria outlined in the Terms of Reference.

**Community Consultation and Public Meetings**

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school(s)’ councils, parents, guardians, students, school staff, the local community, and other interested parties.

As indicated above, the ARC will consult about the customized School Information Profile prepared by board administration and may make changes as a result of the consultation. The ARC will also seek input and feedback about the accommodation options and the ARC’s Accommodation Report to the board. Discussions will be based on the School Information Profile(s) and the ARC’s Terms of Reference.

Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.

At a minimum, ARCs are required to hold four public meetings to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.

Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. ARCs and board administration are to respond to questions they consider relevant to the ARC and its analysis, at
meetings or in writing appended to the minutes of the meeting and made available on the board’s website.

**ARC Accommodation Report to the Board**

The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the board’s Director of Education, who will have the Accommodation Report posted on the board’s website. The ARC will present its Accommodation Report to the Board of Trustees. Board administration will examine the ARC Accommodation Report and present the administration analysis and recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the board must outline clear timelines around when the school(s) will close.

**TIMELINES FOR AN ACCOMMODATION REVIEW PROCESS**

After the intention to conduct an accommodation review of a school or schools has been announced by the school board, there must be no less than 30 calendar days notice prior to the first of a minimum of four public meetings.

Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.

After the ARC completes its Accommodation Report it is to make the document publicly available and submit the document to the school board administration. After the submission of the Accommodation Report, there must be no less than 60 calendar days notice prior to the meeting where the Board of Trustees will vote on the recommendations.

Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods. For schools with a year-round calendar, any holiday that is nine calendar days or longer, including weekends, should not be considered part of the 30, 60 or 90 calendar day periods.

**APPLICATION OF ACCOMMODATION REVIEW GUIDELINES**

The Guideline applies to schools offering elementary or secondary regular day-school programs. The following outlines circumstances where school boards are not obligated to undertake an accommodation review in accordance with this Pupil Accommodation Review Guideline. In these circumstances, a board is expected to consult with local communities about proposed accommodation options for students in advance of any decision by the board.

- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board’s existing policies;
- When a lease is terminated;

- When a board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years;

- When a board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;

- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair.
MINISTRY OF EDUCATION
ADMINISTRATIVE REVIEW OF ACCOMMODATION REVIEW PROCESS

A review of a school board’s accommodation review process may be sought if the following conditions are met.

An individual or individuals must:

- Submit a copy of the board’s accommodation review policy highlighting how the accommodation review process was not compliant with the school board’s accommodation review policy.

- Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school’s student headcount (e.g., if the headcount is 150, then 45 signatures would be required). Parents/guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition.

  - The petition should clearly provide a space for individuals to print and sign their name; address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has participated in the review process.

- Submit the petition and justification to the school board and the Minister of Education within thirty (30) days of the board’s closure resolution.

The school board would be required to:

- Confirm to the Minister of Education that the names on the petition are parents/guardians of students enrolled at the affected school and/or individuals who participated in the review process.

- Prepare a response to the individual’s or individuals’ submission regarding the process and forward the board’s response to the Minister of Education within thirty (30) days of receiving the petition.

If the conditions set out above have been met, the Ministry would be required to:

- Undertake a review by appointing a facilitator to determine whether the school board accommodation review process was undertaken in a manner consistent with the board’s accommodation review policy within thirty (30) days of receiving the school board’s response.

---

1 Information contained in the petition is subject to the Freedom of Information and Protection of Privacy Act, 1990.