

JAMES BAY LOWLANDS SECONDARY SCHOOL BOARD
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ADMINISTRATIVE PROCEDURE GENERAL ADMINISTRATION: NO. 145	
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EMERGENCY LOCKDOWN

PURPOSE

This administrative procedure has been developed by system and school administrators of the James Bay Lowlands Secondary School Board to support Board Governance Policy GOV-23 Emergency Response Plans.

This administrative procedure is intended to promote a safe learning and working environment in Northern Lights Secondary School and the Board office.

DEFINITIONS

Lockdown: Lockdown is a response to a major incident or threat of violence within the school, or the immediate area of the school. A lockdown isolates students, the staff, and others from danger by requiring everyone to remain inside the building in secure locations. All staff members within the school are responsible for ensuring that no one leaves the secure locations until the lockdown is removed by the principal or police.

Hold and Secure: This term is used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., if a bear that police are trying to capture is near 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: This term 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 at or near the school. Examples may include chemical spills, blackouts, explosions, or extreme weather conditions.

PROCEDURES

1. The School Plan

1.1. This administrative procedure provides direction for emergency situations when a school cannot be safely evacuated. The procedure includes specific plans to keep students, staff members, and others safe in the event of a violent incident or act of terrorism.

- 1.2. The level of preparedness to deal with such an incident by school staff members, students, and police will have a major impact on the final outcome.
- 1.3. While recognizing that each emergency will vary, this administrative procedure provides a recommended plan of action for use in Northern Lights Secondary School.
- 1.4. The school will prepare a floor plan outlining safe areas that can be locked and unsafe zones in the school and will familiarize students, the staff, and the police with these areas. It is essential to involve the facilities manager in the development of the school plan, because of the facilities manager's detailed knowledge of the building.
- 1.5. Individual washrooms can be locked, however they should potentially be identified during planning as a danger area in the event of a lockdown.
- 1.6. The police will be involved in developing the school lockdown plan and will be advised of any modifications to the plan once the plans are on file.
- 1.7. The school plan will include ways to communicate messages to anyone in the building who may not adequately hear verbal communications or may not be readily mobile without assistance.
- 1.8. The school will develop a simple and concise school plan outlining the procedures to be followed.

2. Training and Communication

- 2.1. The regular staff must be informed and trained regarding all details of the plan. Occasional staff members and volunteers must be made aware of the school plan and be provided with a brief checklist version of the plan. Everyone must understand that they will be expected to respond quickly to the direction of the principal or designate in an emergency situation.
- 2.2. Students must be familiar with the plan and aware of their responsibility to respond quickly and quietly to the direction of the staff during a crisis. Students must be informed that in the event of a lockdown all students must report to the nearest classroom if they are not able to safely and quickly reach their own classroom. If they are outside at the time of the lockdown, they must not enter the building.
- 2.3. Parents and guardians need to be aware of the lockdown plan and must reinforce with their children the responsibilities of students to follow directions during an emergency.
- 2.4. Members of the school council can support the school plan and assist school administrators in promoting awareness of lockdown procedures throughout the broader school community.
- 2.5. Parents and community members must understand that they are not to call the school during a lockdown procedure and that they will not be permitted access to the building or to students until it is determined that it is safe for them to enter.

- 2.6. An emergency plan is of little value in a crisis if the plan is not exercised on a regular basis. School administrators are required to review this administrative procedure and the school lockdown plan with the staff at least twice during each school year.

3. Lockdown Drills

- 3.1. Implementation of the lockdown plan is the responsibility of the principal and staff. Although police can assist with training and drills, the police are unlikely to be in the school at the outset of an incident.
- 3.2. The entire staff must be prepared to implement the school plan quickly and effectively. **These incidents usually begin and end very quickly.** The extent of the impact of the incident will be dependent on the ability of the school to respond as quickly as possible.
- 3.3. **By Ministry of Education mandate, Northern Lights Secondary School is required to have a minimum of two Code Red—Lockdown drills each school year.**
- 3.4. It is an effective practice to conduct one drill with the fire alarm ringing at the time of the drill to reinforce the need to ignore a fire alarm or school bells once a lockdown is initiated, unless otherwise directed.
- 3.5. The principal will plan the lockdown drill, ensuring that there are no surprise drills and no secret codes. The focus is on open sharing of every detail of the school plan so that students can be expected to follow staff directions promptly.
- 3.6. It is helpful if police can be in attendance to monitor proceedings and participate in a debriefing following a lockdown drill, but the school is entirely responsible for implementing the lockdown.
- 3.7. Each school is required to keep a record of the dates of the lockdown drills. This record shall be appended to the fire drill log required at each school site.

4. Prevention of Risk

- 4.1. The staff must be proactive in identifying students who may be at risk of involvement in a violent incident so that action can be taken before a crisis develops. Students who pose a threat must be confronted. Police services can assist with threat assessments for a person of concern.
- 4.2. Staff members will encourage students, parents, and community members to identify any potential risk of which they become aware. Anyone with information or knowledge prior to or during a crisis situation must come forward with the information immediately.

- 4.3. Students can confide in a trusted adult or use the “Crime Stoppers” program if they want to make an anonymous report. In almost every incident of major violence at a school it was later learned that a student or students had prior knowledge or a suspicion of what was going to take place but failed to tell anyone. The “code of silence” must be broken.

5. Reporting a Violent Incident

- 5.1. Anyone observing a violent incident or threat to school safety must notify the school office immediately. If it is safe to do so, the observer should obtain the following details for the report to the office:
- a) the location and number of intruders;
 - b) the identity or description of the intruder (build, clothing, etc.);
 - c) description of weapons;
 - d) possible motive or threats made; and
 - e) any known injuries and location of casualties.
- 5.2. The observer **shall not confront an armed intruder**.
- 5.3. When a violent incident or threat is reported, the staff member in the school office needs to obtain as much detail about the incident or threat as possible from the initial observer. The priority is to confirm that a violent incident is occurring, and then to be able to direct police quickly to the correct location.
- 5.4. After confirming that a violent incident is in progress, the office staff will immediately implement the emergency response plan and focus on remaining calm.
- 5.5. Note: If gunshots are heard, the staff and students should know to go immediately into lockdown without the Code Red being announced over the public address system. A staff member or student would then notify the office to initiate the emergency response plan, if possible, to do so.

6. Announcing CODE RED

- 6.1. The staff member receiving the report shall activate Code Red, call 911, and notify the principal or designate as quickly as possible, by assigning tasks to different office staff members, if possible.
- 6.2. If there is only one person available in the office, Code Red shall be initiated before calling 911.
- 6.3. The person receiving the report of a violent incident initiates the Code Red procedure as follows:
- a) activates the public address system inside and outside the building; and
 - b) announces clearly and calmly on the public address system:

“Emergency—CODE RED, CODE RED, CODE RED—Initiate Lockdown”

- 6.4. Upon hearing the Code Red announcement, the staff will immediately initiate lockdown procedures. The staff must take into consideration those within a site that may require alternate forms of communication or additional help, as described in subsection 1.7 above.
- 6.5. The principal or designate will contact the supervisory officer or designate who will inform the facilities manager. The principal or designate will make any required transportation arrangements.
- 6.6. All occupants of the building will disregard the fire alarm system and school bells unless otherwise directed.
- 6.7. Code Red is in effect until cancelled by the principal, the principal’s designate, or the police. [See Section 12]

7. The 911 Call

- 7.1. A call to 911 will initiate assistance from police services, as well as fire and ambulance services if required.
- 7.2. The person calling 911 will provide the following information:
 - a) the caller’s name, the school name, and full address;
 - b) a description of the situation and of the intruder(s);
 - c) whether anyone is injured and the severity of the injuries; and
 - d) a safe route to the building and a safe entrance for police, where police will be met by the principal or designate.
- 7.3. The caller from the school will stay on the line and continue to provide information as requested by the emergency operator. It is essential to keep that line of communication open.
- 7.4. The person making the call will begin to document times and events relating to the incident. This information will greatly assist police services during and following the violent incident.

8. Lockdown Procedures in Classrooms

- 8.1. Staff members will direct students out of hallways to the closest secure classroom, remain with the students, and lock doors to the room. If the door does not lock, the staff will bar the door or move furniture against it.
- 8.2. Staff members will assess whether anyone is injured and the severity of the injuries and take appropriate measures to assist the injured without jeopardizing their own safety or that of others.

- 8.3. Curtains or blinds will be pulled and the lights turned off. Students are to move away from doors and windows. In consideration of sight lines into the room, students are usually safest when sitting along the length of the inside wall of the classroom. Students must remain quiet and follow staff or police instructions. The classroom should look and sound empty. Staff members must prepare students for staying in a lockdown situation for an extensive period of time. If gunshots are heard, everyone should lie on the floor.
- 8.4. Individuals are to contact the office only with vital information regarding the incident; for example: "I see the intruder in the north hallway".
- 8.5. Cell phones are NOT to be used by the staff or students unless communicating vital emergency information. A ringing cell phone may alert an intruder to a particular location. Also, excessive cell phone use in other violent incidents has shut down access to vital communication lines.
- 8.6. Teachers will take attendance in class and complete an attendance report, noting students who are outside the class and any additional students who have entered the room.
- 8.7. Students will not be allowed to use washrooms or lockers. No one will be released, except by direction of the principal, the principal's designate, or police when an "all clear" or "release CODE" message is given.
- 8.8. Students must know that if they are in the washroom when lockdown is initiated they must remain there. The school plan will identify an adult who normally works in close proximity to student washrooms to check the washrooms prior to locking down themselves, if it is safe to do so.
- 8.9. As a last resort, students or staff trapped in a washroom should attempt to somehow secure the bathroom door, enter a stall, lock the door, and climb on top of the toilet.
- 8.10.
The principal and staff are responsible for developing strategies to assist students in coping with an extended lockdown or "hold and secure". For example, staff members must have access to all necessary emergency medications for prevalent medical conditions such as anaphylaxis, diabetes, asthma, and epilepsy.

9. Lockdown Procedures in Open Areas

- 9.1. Support staff members will report to a previously designated open area such as a cafeteria, library, or gymnasium, where extra supervision of students is likely to be required.
- 9.2. Support staff members may also be previously designated to report to the main office where additional assistance may be required.
- 9.3. Depending on the location and actions of the intruder(s), consideration must be given to the controlled evacuation of students from an open area such as the cafeteria,

library, or gymnasium to secure areas, especially if there are doors leading directly to the exterior.

- 9.4. Open areas are the most vulnerable during a violent incident. The school must have a contingency plan for a lockdown during a period (such as lunch time) when many students are in open areas of the school.

10. Lockdown or Hold and Secure Procedures Outside the School Building

- 10.1. In a lockdown procedure, staff members will direct students in outdoor areas to immediately take cover by use of the address system. Students must be aware of a pre-planned designated location a safe distance from the school.
- 10.2. Students shall not enter the school. Staff members who are with the students, whether conducting an outdoor class or supervising at recess or the lunch break, will have students remain in the designated area and take attendance.
- 10.3. It is also important to have a pre-determined location for parents and the media, away from the school building.
- 10.4. When it is safe to do so, students may be released to parents, and the staff will attempt to monitor student departures. A police officer will be assigned to the designated outside area(s) to communicate information to staff members, students, families, and the media.
- 10.5. **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.

11. The Role of the Police

- 11.1. The police are responsible for responding to and investigating violent incidents. During a violent incident, the police will assume command and control of the response and investigation, but will work closely with school administrators throughout the process.
- 11.2. Police services will ensure that all members who are dispatched to a call for service at a school are trained in this lockdown procedure. Police will be met by the principal or designate at the entrance recommended during the 911 call and have immediate access to the school plan, including a floor plan of the school.
- 11.3. Police will implement the immediate rapid deployment method to stop the threat. This means that police officers will enter the building immediately, unless there is a hostage situation. In a hostage situation, the police will wait for a negotiator.
- 11.4. A command post is the focal point for command and control of the emergency situation. This is where the police will direct the response to the incident and where the principal and facilities manager will work closely with the police to provide the

required support. The location(s) of the command post will be chosen for safety, security, access to communications links, and washrooms.

- 11.5. The following supplies are recommended for the command post location: a school floor plan; contact lists for system administrators; a quick checklist reference; student and staff lists with phone numbers; bus lists; markers, pens and paper; first aid kit; telephone directory; and medical information for students.
- 11.6. Staff members, students, and other occupants of the building need to be aware that any site may contain crime scene evidence. They should avoid tampering with or disturbing evidence. All objects, to the greatest extent possible, should be left exactly as they are found, to assist with law enforcement investigations.
- 11.7. The police will handle media relations regarding the incident and police response. The supervisory officer or designate will handle media relations regarding issues dealing with the students and school.

12. Procedures to End a Lockdown

- 12.1. There is a need to bring the same level of authority to ending a lockdown as to initiating one.
- 12.2. Depending upon the situation, procedures may include a general announcement via the PA system by the principal, or a room-to-room visit from police and /or the principal, with some sort of an identification process, so that the occupants of a locked room know that the person giving them the all-clear is authorized to do so.
- 12.3. In all cases where police have responded, the decision to end a lockdown shall be made only after approval of the on-scene police incident commander.

13. Recovery Following a Lockdown

- 13.1. Actions taken following violent incidents can have a major impact on the well-being of the staff, students, and the broader school community.
- 13.2. Follow-up procedures may include the following:
 - a) providing counselling for the staff and students;
 - b) providing appropriate information to parents, the staff, students, and the school community regarding the incident;
 - c) debriefing by police of school administrators present at the time of the incident;
 - d) coordinating police and school news releases;
 - e) evaluating the adequacy of the emergency response plan and making modifications as necessary;
 - f) identifying lessons learned and developing further preventative measures;
 - g) maintaining close contact with any injured victims and families;

- h) maintaining close cooperation with police services to facilitate completion of investigations; and
- i) completing all necessary legal, insurance, and administrative forms and documents as required.

REFERENCE DOCUMENTS

Legal:

Education Act, Section 169.1 (1) Board Duties and Powers: Promote Student Well-Being

Education Act, Part XIII Behaviour, Discipline and Safety

Education Act, Section 265 Duties of Principal: Care of Pupils

Ontario Regulation 298 Operation of Schools, Section 6 Emergency Procedures

Ontario Regulation 298 Operation of Schools, Section 20 Duties of Teachers: Safety Procedures

Ontario Regulation 474/00 Access to School Premises

Criminal Code of Canada

Provincial Model for a Local Police/School Board Protocol 2015. Appendix B: Provincial Policy for Developing and Maintaining Lockdown Procedures for Elementary and Secondary Schools in Ontario

Board:

Board Policy GOV-09 Board Communications

Board Policy GOV-20 Safe School Environment

Board Policy GOV-22 Police/School Board Protocol

Board Policy GOV-23 Emergency Response Plans

Administrative Procedure 319 Anaphylaxis

Administrative Procedure 320 Support for Prevalent Medical Conditions