

POLICE / SCHOOL BOARD PROTOCOL
for
THE INVESTIGATION OF SCHOOL- RELATED OCCURENCES



Upper Grand District School Board

Wellington Catholic District School Board

Guelph Police Service

Orangeville Police Service

Shelburne Police Service

Ontario Provincial Police – Dufferin Detachment

Ontario Provincial Police – Wellington Detachment

September 2011

POLICE AND SCHOOL BOARDS PROTOCOL AGREEMENT

The purpose of this document is to establish a Protocol between the following partners: Guelph/Orangeville/Shelburne Police Services; the Ontario Provincial Police; Wellington Catholic District School Board; and the Upper Grand District School Board. This will confirm the working relationship and appropriate responses to occurrences requiring Police investigation or response to schools and boards.

This Protocol is designed to encourage, enable and maintain a positive relationship between Police officers, school administrators, staff, students, parents, members of the school community, and establishes guidelines for these various relationships.

We the undersigned, support the principles and Protocol set out in the document titled Police/School Board Protocol for the Investigation of School-Related Occurrences (May 2011).

Chief
Guelph Police Services

Director
Wellington Catholic District School Board

Chief
Orangeville Police Services

Director
Upper Grand District School Board

Chief
Shelburne Police Service

Staff Sergeant
Wellington County Detachment O.P.P.

Staff Sergeant
Dufferin Detachment O.P.P.

Dated at _____, Ontario the _____ of _____, 2011.



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BACKGROUND

At the direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services Ontario, school boards and Police services must establish and follow a Protocol for the investigation of school related occurrences.

This Protocol:

- assists in the greater protection and safety of students, teachers, other board staff, administrators, volunteers and members of the school community;
- encourages constructive, ongoing, adaptive and responsible partnerships between Police and the school community;
- facilitates appropriate sharing and disclosure of information in accordance with privacy laws;
- promotes joint consultation and partnerships between school boards and Police services on maintaining a safe school environment;
- ensures that the obligations and requirements of both the education and Police systems are met;
- ensures an equitable and consistent approach across the jurisdiction to the way in which schools and Police respond to school-related incidents; and
- outlines certain obligations and procedures that are required by Provincial and Federal legislation, case law and individual board policies and procedures.

The legislation includes, but is not limited to:

- *Education Act*
- *Child and Family Services Act*
- *Criminal Code*
- *Youth Criminal Justice Act (YCJA)*
- *Canadian Charter of Rights and Freedoms*
- *Ontario Human Rights Code*
- *Police Services Act*
- *Provincial Offenses Act*



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- *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*
- *Freedom of Information and Protection of Privacy Act (FIPPA), and*
- *Personal Health Information Protection Act 2004 (PHIPA)*
- *Occupational Health & Safety Act*

REQUIRED ELEMENTS FOR A LOCAL POLICE / SCHOOL BOARD PROTOCOL

1. Signatories to the Protocol

This document establishes a Protocol between Upper Grand District School Board and Guelph, Orangeville, Shelburne Police Services, Ontario Provincial Police, Wellington and Dufferin County, and between Wellington Catholic District School Board and Guelph Police Services, Ontario Provincial Police, Wellington County Detachment.

Notes: In this document:

Children's Aid Society (CAS) means:

- Family and Children's Services of Guelph and Wellington County (FACS)
- Dufferin Child and Family Services (DCAFS)

Principal means: Principal, Vice-Principal or Designate

2. Statement of Principles

The principles are based on the need to:

- have a clear understanding of Police and school board responsibilities;
- to promote respect and civility in the school environment; to respect the fundamental rights of students, teachers, and staff pertaining to disability, race, creed ethnic origin, and other prohibited grounds of discrimination under the Ontario Human Rights Code; and
- to support both rights and responsibilities.



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3. Introduction

The rationale for this Protocol includes:

- assisting in the greater safety and protection of students, teachers, Principals, staff and volunteers in schools;
- encouraging constructive ongoing, adaptive and responsive partnerships between Police and the school community;
- facilitating appropriate sharing and disclosure of information in accordance with privacy laws;
- promoting joint consultation and partnerships between school boards and Police services on maintaining a safe school environment;
- ensuring that the obligations and requirements of both the education and Police systems are met; and
- ensuring an equitable and consistent approach across a school board's jurisdiction in the way Police and schools respond to a school-related occurrence.

4. Role and Mandate of Police Services

In exigent circumstances Police will assume priority responsibility as may be necessary to ensure school safety.

The role of local Police services related to young people and the school community is:

- engaging and working proactively in partnership with school officials to ensure the effectiveness of this Protocol;
- protecting public safety and preventing crime;
- enforcing the *Criminal Code*, the *Youth Criminal Justice Act (YCJA)*, and other Federal, Provincial, and Municipal legislation and related regulations;
- upholding the duties legislated under s.42 of the *Police Services Act*;
- assisting victims of crime;
- conducting Police and criminal investigations;
- assisting in the development of young people's understanding of good citizenship;



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- promoting and fostering a reduction of crime, both against and committed by young people;
- providing information on community safety issues;
- diverting young people away from crime and antisocial behaviour; and
- working in partnership with other government and community-based organizations to support positive youth development.

5. Role and Mandate of School Boards

In exigent circumstances Police will assume priority responsibility as may be necessary to ensure school safety.

The Principal's role is consistent with his or her duty pursuant to the *Education Act*, to give attention to the health and well-being of students and to maintain proper order and discipline in the school.

The role of the school boards, Principals, teachers and school staff related to safe and secure schools is to:

- clearly explain the board's Code of Conduct to the school community, and the potential reach of school discipline with respect to behaviours taking place outside of school that have a negative impact on school climate;
- engage and work proactively and collaboratively with Police officials to ensure the effectiveness of this Protocol;
- comply with the requirements related to the duties of Principals and teachers under the *Education Act* and regulations;
- consider the roles and responsibilities of the Principal in conducting investigations of incidents for which suspension or expulsion under the *Education Act* are possible, including the responsibility to take mitigating and other factors into account, as set out in Ontario Regulation 472/07;
- comply with the requirements legislated under *The Child and Family Services Act* (e.g., "duty to report");
- respect the board's Code of Conduct, as required by the *Education Act* (s. 302);



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- ensure that resources (e.g., on drug awareness, on bullying prevention) are accessible to assist school staff in promoting a positive school environment with students and parents;
- develop policies on how to respond to crises, including the development of a communications plan;
- ensure that appropriate prevention and intervention strategies are available; and
- provide staff with opportunities to acquire the skills necessary to promote safe, equitable, and inclusive school environments.

6. Occurrences Requiring Police Response

Mandatory Notification of Police

At a minimum, the Police must be notified of the following types of incidents:

- All deaths;
- Hate and/or bias-motivated occurrences;
- Physical assault causing bodily harm requiring medical attention;
- Sexual assault;
- Robbery;
- Criminal harassment;
- Relationship-based violence;
- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Bomb threats;
- Trafficking in weapons or in illegal or prescription drugs;
- Possessing an illegal drug;



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- Gang-related occurrences;
- Extortion;
- Possession of narcotics and drug offences; and
- Threats of serious physical injury, including threats of this serious nature made on social networking sites or through instant messaging, text messaging, e-mail, etc.

Discretionary Notification of Police

Principals should consider mitigating and other factors when deciding to call Police in these discretionary situations. It is expected that all other occurrences not specified will be dealt with by the Principal on a case-by-case basis and that Police will be called at the Principal's discretion.

Principals should also consider students with special education needs where Police response is neither necessary, nor appropriate.

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

- Giving alcohol to minors;
- Being under the influence of alcohol or illegal drugs;
- Bullying;
- Incidents of vandalism and
- Trespassing incidents.

7. Information Sharing and Disclosure

A number of different statutes deal with information sharing and disclosure. These include Federal legislation, the *Criminal Code*, the *Youth Criminal Justice Act*, and Provincial legislation including *The Municipal Freedom Information and Protection of Privacy Act*, *The Child and Family Services Act* and the *Education Act*.

In situations where Federal and Provincial laws are in conflict with each other, the Federal law takes precedence.



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a) **The Criminal Code**

The Police can access a student's Ontario Student Record (OSR) by warrant or subpoena or with the written consent of a parent or the student if the student is 18 years of age or older. In exigent circumstances, the Police can access a student's OSR without a warrant, under section 487.11 of the Criminal Code.

b) **Youth Criminal Justice Act (YCJA)**

The YCJA sets out the procedural requirements for dealing with young persons charged with offences (see Part 6 (ss 110-129) of the YCJA, *Publication, Records and Information*).

There may be occasions where it is necessary for Police to share confidential information with school officials. Section 119 of the *Youth Criminal Justice Act* provides the circumstances under which confidential information may be shared.

The following (from Part 6) are of particular relevance:

- subsection 110(1): No person shall publish the name of the young person or any information that would identify the young person as a young person dealt with under the *Youth Criminal Justice Act*,
- subsection 111(1); "no person shall publish the name of a child or young person, or any other information related to a child of a young person, if it would identify the child or young person as having been a victim of, or as having appeared as a witness in connection with, an offence committed or alleged to have been committed by a young person:
- subsection 118: no person shall be given access to a record and no information in the record shall be given to any person where to do so would identify the young person as being dealt with under the *Youth Criminal Justice Act*,
- subsection 125(1); "(a) peace officer may disclose to any person any information in a record kept under section 114 (court records) or 115 (Police records) that is necessary to disclose in the conduct of the investigation of an offence"; and
- subsection 125(6): a Provincial director, youth worker, peace officer, or any other person engaged in the provision of services to young persons is permitted to disclose to a representative of a



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school board or school any information kept in a record under section 114 to 116 of the *Youth Criminal Justice Act* if the disclosures is necessary:

- to ensure compliance with an order made by the youth justice court for a young person released from custody to attend school;
- to ensure the safety of staff, students, or other persons; or
- to facilitate the rehabilitation of the young person.

c) Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

This legislation regulates the collection and disclosure of information that is not related to the *Youth Criminal Justice Act*. The Act expressly permits a school board to disclose records of personal information to the Police to aid in an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result.

Accordingly, since Principals and teachers are permitted to share information in such circumstances, in non-urgent situations Police should be prepared to provide a written statement that the identified information is required by the Police.

Further information regarding the release of students' personal information can be found in the Office of the Information and Privacy Commissioner's *Guide to Ontario Legislation Covering the Release of Students' Personal Information* (available on the website: www.ipc.ca).

d) Child and Family Services Act

Section 72 of the Act states that the public, including professionals who work with children, must promptly report any suspicions that a child is or may be in need of protection to a Children's Aid Society (CAS). The Act defines the phrase "child in need of protection" and explains what must be reported to a CAS. It includes physical, sexual and emotional abuse, neglect, and risk of harm.

<http://www.children.gov.on.ca/htdocs/English/topics/childrensaid/reportingabuse/abuseandneglect/abuseandneglect.aspx>



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8. School Procedures for Reporting to Police

In incidents that involve students, whether as victims or as alleged perpetrators the safety of students and staff is the first priority. After assuring personal safety the Principal must be contacted immediately.

Depending upon the situation, the Principal will contact the Police as soon as possible. If the situation is not an emergency, the Principal should contact the general Police inquiry phone number.

If there is an emergency the Principal will call 911 immediately and implement the school's emergency response/crisis response plan.

Information and support required by Police will be determined and provided by school staff on the arrival of Police.

Reporting procedures must comply with the "duty to report" provisions under *The Child and Family Services Act*.

9. Initial Police Contact

Under exigent circumstances, or if the Principal is being investigated, Police are not required to follow the procedures set out below. When the Principal is being investigated, Police will notify the appropriate Supervisory Officer.

A Police officer responding to a report of a school-related incident is responsible for obtaining and thoroughly documenting information subject to Police Service Policies and Procedures on the incident, taking the following steps:

- notify the Principal or school office of their presence providing proper identification;
- explain the purpose of the visit and plan with the Principal on how to proceed;
- consider alternatives to limit the disruption to the school day;
- obtain information from the Principal about the student (accommodation needs/barriers to communication) before making contact with the student; and
- contact or make arrangements with the Principal to contact the parents of students under the age of 18, as indicated in Notification of Parents.



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10. School and Police Investigation of Incidents

See Appendices E - Notification Flow Chart, and F - Parallel Investigations Flow Chart

If Police and the school are both investigating the same incident at the same time, procedures for Police and Principals with respect to legal rights, search and seizure, detainment and arrests, and support for victims must be followed as noted below.

It is important that the Principal not do anything to prejudice the Police investigation, however, Police must be aware of the responsibilities of the Principal under the *Education Act* regarding investigations and decisions leading to the recommendation of the Principal to the board regarding the expulsion of students. For example, a school board's decision to expel a student must be made within 20 school days of the dates from which a student is suspended. Police should share information with the Principal that may be relevant to that decision. Cooperation, whenever possible, is necessary regarding joint investigations.

Police investigations should be undertaken with the local Police services' criminal investigation management plan, and where required, with the *Ontario Major Case Management Manual*.

The Principal will inform Police of any logistical information about the school, such as the hours of the school day, class rotation schedule, etc. that may be relevant to the investigation process and Police will endeavour to work within these considerations in order to minimize the disruption to the school.

a) Legal Rights

When investigating school-related incidents where a young person is a suspect, attention should be given by the Principal and Police to the procedures that are consistent with the following provisions:

- parental notification upon arrest (S.26, *Youth Criminal Justice Act*);
- the right to counsel (S.25, *Youth Criminal Justice Act*);
- the right not to make a statement (S.146, *Youth Criminal Justice Act*); and
- protection of privacy (S.110, *Youth Criminal Justice Act*).



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b) Search and Seizure

Where investigations involve search and seizure, the Police and Principal must pay particular attention to the following procedures and responsibilities:

- personal and premises searches must be in accordance with the Ministry of Community Safety and Correctional Services Guideline (LE-011 – search of premises and LE-012 – search of persons), and relevant Federal legislation;
- Police must notify the Principal before conducting searches on school premises. Under some exigent circumstances Police may execute a search without a warrant and without notice to the Principal;
- the Principal maintains the continuing responsibility for students even when Police are on school premises; and
- the Search and Seizure Protocols of the *Criminal Code* and *Provincial Statutes* must be followed.

In addition, it is the responsibility of the Principal to advise students at the beginning of the school year that desks and lockers are school property and there is no expectation of privacy; therefore, a search of such property is permissible by the school administration.

The Principal is acting as an agent of the board and not as an agent of the Police. It is advisable that the student or another person be present when the locker or desk is being opened.

A Principal has the duty to carry out an investigation to establish the nature and extent of the offence, but when it becomes apparent that an offence has been committed, the Police shall be notified.

c) Detainment and Arrest

Police have legal grounds to demand entry for weapon and drug searches and to arrest a person for an indictable offence, or to save lives.

Procedures to be followed in detainment or arrest and discharging specific obligations, such as the notification of parents, shall be in accordance with the *Youth Criminal Justice Act* and the *Ministry of Community Safety and Correctional Services Guideline* (LE-005 on arrest).



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The *Criminal Code* has provisions for detainment for the purpose of investigations.

When it is necessary that a student be arrested at school during school hours, to the extent possible, such an arrest will be made in such a manner that will minimize disruption to the school.

When a young person is arrested or detained, the discharging of specific obligations, including the notification of parents is governed by the *Youth Criminal Justice Act* (s. 26).

d) Support for Victims

The following are procedures and responsibilities with respect to providing support for victims:

- procedures must be consistent with the Ministry of Community Safety and Correctional Services Guideline (VA-001) on victim's assistance;
- it is the responsibility of the Principal to inform the parents of victims who have been harmed as a result of an activity for which suspension or expulsion must be considered, unless, in the Principal's opinion, notification would put the victim at risk of harm from the parents;
- it is the responsibility of all board employees who work directly with students to support all students, including those who disclose or report such incidents, by providing them with contact information about professional supports (public health, community agencies, Help Phone lines, etc.); and
- school staff and Police will provide assistance to victims and their families through board resources, Police resources, social service agencies and other community support systems as available including legal services, as well as access to information and confidentiality of victim and witness identify under the *Youth Criminal Justice Act*.

11. Police Interviews of Students

In exigent circumstances, such as where the parents/guardians should not be contacted (the parents/guardians are the suspects of a crime about which the student is being interviewed and to contact the parents/ guardians could interfere



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with the Police investigation); it is the responsibility of the Police to determine the proper course of action.

General procedures, requirements and considerations related to Police interviews of students include the following:

- the Principal must make best efforts to contact parents as soon as possible before an interview (see Notification of Parents below);
- a parent, legal guardian, third party adult, or the Principal if no alternative is available must be present when students under the age of 18 are being interviewed at school;
- when a student aged 12 to 17 waives the right to have an adult present at the interview, the Police and Principal will consider the most appropriate location for conducting the interview and take steps to ensure that the student's legal rights are respected during the interview;
- the most appropriate time and place for a student interview must be considered;
- Police must request permission to conduct interviews on school premises;
- the local Family and Children's Services of Guelph and Wellington County / Dufferin Child and Family Services must be involved in a joint interview if the child is suspected to be in need of protection;
- the roles and responsibilities of Police in interviewing students, as set out in the local Police service's procedures for interviewing witnesses, victims and suspects must be followed;
- school personnel will assist Police in making the required preparations including securing a quiet room and establishing a time for the interview;
- consideration will be given to the Police consulting with the Principal to consider alternatives for conducting interviews in a location other than the school; and
- Police need to act in a manner that respects the dignity of the student and minimizes disruption to the school when it is necessary to interview, search or arrest a student at school during school hours.



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The following are procedures developed between Police and school boards.

If the Police wish to question a student on school property, the Police officers shall contact the Principal of the school that the student is attending, to advise the school administration of the nature of the visit, and to request a meeting with the student.

If the student who is being questioned is under 18 years of age, the Principal must make best efforts to contact parents as soon as possible before the interview (see notification of parents below).

The school will advise the student that their parents/guardians shall be contacted by the school, prior to any interview with the Police, if such interview is to take place on school property. Prior to the questioning the parents/guardians shall be advised that their child is to be interviewed as a witness, as a victim or as a suspect.

If such interview takes place off school property, the responsibility for proper notification is the responsibility of the Police. If the student who is being questioned is 18 years of age or older and therefore considered an adult, the school shall not contact the parents/ guardians without the permission of the student.

If the parents/guardians refuse to grant permission for the student to be interviewed by the Police, the school administrator will request that the Police conduct their interview off school property.

If the student is a Crown ward or ward of the Children's Aid Society, the legal guardian is considered to be the Children's Aid Society.

If the parents/guardians of the student under 18 years of age do not wish to attend the school or the school is unable to contact the parents/guardians, within a reasonable amount of time dependent upon the circumstances, or the adult student (18 years or older) expresses the desire that they do not wish their parents/guardians contacted, the Principal or Vice-Principal should be present during any interview of the student held at the school provided the student agrees to their attendance.

In circumstances where a student aged 12 to 17 expresses his/her right not to have the Principal or Vice-Principal present, the school administrator will request the Police to conduct their investigation off school property. The Principal and Vice-Principal and the Police will document the details. The rights of the student must be protected in these interviews.

A private room will be made available for such interviews to ensure confidentiality for students and/or parents/guardians.

If the student is not in attendance at school on that day, the school shall inform the Police officer of the student's proper date of birth, address, phone number, and the parent's/guardian's home and business phone numbers, in accordance with section



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32(g) of the *Municipal Freedom of Information and Protection of Privacy Act*, which is the authority for providing such personal information to law enforcement officials who are conducting an investigation of law enforcement proceedings.

a) Notification of Parents

Except in exigent circumstances it is the Principal's responsibility to contact parents of:

- victims who have been harmed as a result of an activity for which a suspension or expulsion must be considered, unless in the Principal's opinion, notification of parents would put the student at risk of being harmed by the parents, In this case parents must not be notified (*Education Act*, S.300. 3(3));
- students receiving a suspension (*Education Act*, S.311);
- all other students being interviewed by Police during an investigation except:
 - if the Principal is directed by Police because of exigent circumstances where Police believe the parent may be implicated;
 - if the student is 18 years of age or older (unless the student consents to or requests or is incapable of providing consent);
 - if the student is 16 or 17 years of age and has withdrawn from parental control, unless the student consents to or requests such contact or is incapable of providing consent;
- if Family and Children's Services of Guelph and Wellington County/Dufferin Child and Family Services is involved, school and Police officials should discuss and come to agreement with the Family and Children's Services of Guelph and Wellington County/Dufferin Child and Family Services regarding the timing and procedures for notifying parents; and
- if a student is detained or arrested, the Police will notify the parents unless the student is 18 years of age or older. The parents should not be contacted if the Police determine that doing so may endanger the safety of the student or another person or the integrity of an investigation, in these cases, the student will be advised that he or she may contact another adult person.



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b) Preparation for Interviews

Procedures and considerations related to preparing for interviews include the following:

- if the interview should be conducted at the student's home or another location rather than at school in view of the stigma or potential impact on the students;
- the need for specialized resources if the student has mental health needs or special education needs;
- the methodology of the interview;
- determining which officer will lead the interview if more than one officer is involved;
- arranging for audio/videotaping of interview and statements, and the need for Police to inform the interviewee that the conversation is being recorded; and
- determining the need for an interpreter (e.g. language, deaf and hard of hearing) and/or for information to be provided in an alternative format (e.g. Braille for students who are blind or have low vision).

c) Conduct of Interviews

Procedures and considerations related to conducting interviews include the following:

- Police must employ appropriate techniques for interviewing children and young persons, and follow the *Guide to Officers for Section 146 Youth Criminal Justice Act Statements*;
- Police will provide, upon arrest or detention, a legal caution and notification of the right to counsel where there are legal grounds to believe that the student has been involved in the commission of a criminal offence;
- legal considerations of the admissibility of statements made to persons in authority (S.146(2) of the *Youth Criminal Justice Act*);
- involving the Children's Aid Society in the interview process which is recommended when an interview involves a child who may be in need of protection; and



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- the requirement that an adult should be present throughout the interview, except when a student can waive, and has waived, the right to have an adult present either a parent, another adult of the student's choice or where this cannot be done, the Principal.

12. Reporting Of Children Suspected To Be In Need Of Protection

Every citizen in the community shares a responsibility for children. School officials, teachers, and Police share in this collective responsibility for creating safe and nurturing environments for children. Under *The Child and Family Services Act* (CFSA), this responsibility includes the legal requirement to report to the local Children's Aid Society any suspected child protection concerns.

A child is defined in section 37(1)(a) of the CFSA as 'a person who is under the age of 16, or is 16 or 17 years of age and subject to a court order under the CFSA'.

Under section 72(1) there is a duty to report if there is reasonable grounds to suspect the following:

The child has suffered or there is a risk that the child will suffer physical harm, either inflicted by the person having charge of that child or caused by that person's:

- failure to adequately care for, provide for, supervising, or protecting the child;
- pattern of neglect in caring for, providing for, supervising, or protecting the child.

The child has been or there is a risk that the child will be sexually molested or exploited by the person having charge of the child or by another person where the person having charge of the child:

- knows or should know of the possibility of sexual molestation or sexual exploitation, and fails to protect the child.

The child requires medical treatment to cure, prevent or alleviate physical harm or suffering, and the child's parent or person having charge of the child:

- does not provide the treatment;
- refuses to provide the treatment;
- is unavailable to consent to the treatment, or
- is unable to consent to treatment.



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The child has suffered or there is a risk that the child is likely to suffer emotional harm, demonstrated by serious anxiety, depression, withdrawal, self-destructive or aggressive behaviour, or delayed development, and

- there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act, or pattern of neglect on the part of the child's parent or the person having charge of the child;
- there is a risk the child is likely to suffer emotional harm and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to services or treatment to remedy or alleviate the harm;
- the child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development, and the child's parent or the person having charge of that child does not provide or refuses or is unavailable or unable to consent to treatment to remedy or alleviate the condition;
- the child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody;
- the child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatments are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to those services or treatments; and
- the child is less than 12 years old and has on more than one occasion injured another person or caused serious damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

All persons who have reasonable grounds to suspect that a child may have suffered abuse, may be in need of protection, or may be at risk of being in need of protection shall forthwith report that suspicion and the information upon which it is based to Family and Children's Services. A person with additional suspicions that a child may



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have suffered abuse, may be in need of protection, or may be at risk of abuse or needing protection, shall make a further report to Family and Children's Services, even if the person has made previous reports with respect to the same child.

A professional or anyone whose job responsibilities involve working with children is required to report his/her concerns directly and not rely on any other person to report on his or her behalf.

Anyone is encouraged to consult with Family & Children's Services of Guelph and Wellington County / Dufferin Child and Family Services regarding questions about their obligations to report suspicions of protection issues by contacting Guelph and Wellington Family and Children's Services at 519-824-2410 or 1-800-265-8300 or Dufferin Child and Family Services at 519-941-1530.



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Reporting Child Abuse and Neglect: It's Your Duty

Your responsibilities under the Child and Family Services Act

The Child and Family Services Act (CFSA) recognizes that each of us has a responsibility for the welfare of children.

Introduction

We all share a responsibility to protect children from harm. This includes situations where children are abused or neglected in their own homes. *Ontario's Child and Family Services Act* (CFSA) provides for protection for these children.

Section 72 of the Act states that the public, including professionals who work with children, must promptly report any suspicions that a child is or may be in need of protection to a children's aid society (CAS). The Act defines the phrase "child in need of protection" and explains what must be reported to a CAS. It includes physical, sexual and emotional abuse, neglect, and risk of harm.

This brochure explains the "duty to report" section of the Act and answers common questions about your reporting responsibilities. It also includes relevant portions of Section 72 for your reference. It does not provide specific legal advice. Please consult a lawyer or a CAS about any specific situation.

Who is a "child in need of protection"?

The Child and Family Services Act defines a child in need of protection as a child who is or who appears to be suffering from abuse and/or neglect.

The Act clearly specifies how you can identify these children in Section 72 (1). (See pages 7 to 10). [CFSA s.72 (1)]

Who is responsible for reporting a child in need of protection?

Anyone who has reasonable grounds to suspect that a child is or may be in need of protection must promptly report the suspicion and the information upon which it is based to a CAS. Section 72 (1) describes the specific circumstances that must be reported (See pages 7 to 10). [CFSA s.72 (1)]

What are "reasonable grounds" to suspect child abuse or neglect?

It is not necessary for you to be certain a child is or may be in need of protection to make a report to a CAS. "Reasonable grounds" refers to the information that an average person, using normal and honest judgment, would need in order to decide to report.



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What is the age of the children to whom the “duty to report” applies?

It applies to any child who is, or appears to be, under the age of 16 years. It also applies to children already under a child protection order who are 16 and 17 years old.

Who is a “child in need of protection”?

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What are “reasonable grounds” to suspect child abuse or neglect?

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Who does the Act consider a person who performs professional or official duties?

- health care professionals, including physicians, nurses, dentists, pharmacists and psychologists
- teachers and school Principals
- social workers and family counsellors
- religious leaders, including priests, rabbis and members of the clergy
- operators or employees of child care programs or centres
- youth and recreation workers (not volunteers)
- peace officers and coroners
- child and youth service providers and employees of these service providers
- any other person who performs professional or official duties with respect to a child

These are examples only. If you are unsure whether you fall into any of these categories, ask your local CAS, professional association or regulatory body. [CFSA s.72 (5)]

What is the age of the children to whom the “duty to report” applies?

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What about professional confidentiality?

A professional must report that a child is or may be in need of protection, even when the information is otherwise confidential or privileged. This duty overrides any other Provincial statutes, and specifically overrides any provisions that would otherwise prohibit someone from making a disclosure. Only lawyers may not divulge “privileged” information about their clients. [CFSA s.72 (7), (8)]

Will I be protected from liability if I make a report?

Yes. If a civil action is brought against you for making a report, you will be protected unless you acted maliciously or without having reasonable grounds for the suspicion. [CFSA s. 72 (7)]

What happens when I call a CAS?

The CAS will investigate the information. The CAS has the responsibility and authority to investigate allegations and to protect children. The CAS may involve the Police and other community agencies. All CASs provide emergency service 24 hours a day, seven days a week.

How do I contact a CAS or get more information?

You can find your local CAS in your local telephone listings or, where available, by dialing 411. In some communities, the CAS is known as “Family and Children’s Services” or “Child and Family Services”.

You can also find information about all of Ontario’s CASs at www.oacas.org, the web site of the Ontario Association of Children’s Aid Societies.

Anyone who has a reasonable suspicion that a child is or may be in need of protection must contact a CAS immediately.

If you think the matter is urgent and you cannot reach the CAS, call your local Police.



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Section 72 (1) of The Child and Family Services Act

Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i. failure to adequately care for, provide for, supervise or protect the child, or
 - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i. failure to adequately care for, provide for, supervise or protect the child, or
 - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.

4. There is a risk that the child is likely to be sexually molested or sexually exploited as described in paragraph 3.
5. The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment.
6. The child has suffered emotional harm, demonstrated by serious:
 - i. anxiety
 - ii. depression
 - iii. withdrawal
 - iv. self-destructive or aggressive behaviour, or
 - v. delayed development, and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
7. The child has suffered emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.



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8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and that the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the emotional harm.
10. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
11. The child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
12. The child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.
13. The child is less than 12 years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

If someone has reasonable grounds to suspect that a child is or may be in need of protection, they must make a report directly to a CAS.



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13. Investigations Involving Students With Special Needs

School administrators have a duty to ensure that all members of the school community are able to work and learn in a safe and positive environment and have a duty to report incidents to Police (see Occurrences Requiring Police Response). However, when investigations involve a student known to have special education needs, additional considerations must be taken into account by Principals and Police.

This includes students who are known to have special education needs, and may be identified as having an exceptionality in any of the following categories:

- Behavior;
- Communication;
- Intellectual;
- Physical; or
- Multiple.

Considerations include:

- The school's responsibility to communicate to Police that a student is known to have special education needs or communication difficulties;
- The requirement to accommodate the student, especially when interviewing is necessary. Every attempt should be made to provide specialized support/resources for the student during an investigation; and
- The need to ensure that the student's parent is contacted as soon as possible except in exigent circumstances or when the Police believe the parent may be implicated in the incident.

They should review the student's Individual Education Plan (IEP) and other relevant student records in order to identify whether further intervention strategies and/or resources are required for the student. These may include the development of and/or revisions to a behavior management or a safety plan.



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14. Occurrences Involving Children under Age 12

Where children under the age of 12 are involved, school boards are expected to use their discretion in applying the rules for reporting incidents to the Police (see Occurrences Requiring Police Response).

Children under the age of 12 cannot be charged with an offense under the *Criminal Justice Act* or the *Provincial Offenses Act*, but Police may take reports of incidents allegedly committed by students in this age group, and may respond in an appropriate manner. Early interventions for children involved in such incidents is essential, and involving Police and parents as early as possible may facilitate the provision of appropriate intervention and support.

The Principal is required to conduct an investigation of an incident for the purpose of school discipline, such as where a recommendation for suspension or expulsion may be required, regardless of the age of the students involved.

The procedures and considerations for responding to occurrences involving students under the age of 12 include:

- the requirement to notify the child's parent as soon as possible, except in exigent circumstances or where the Police believe the parent may be implicated in the incident;
- the authority of the Police to take reports, make referrals to additional services (such as health/counseling) and to conduct interviews;
- consideration of the circumstances where there is a duty to report children suspected to be in need of protection to the local Family and Children's Services of Guelph and Wellington County / Dufferin Child and Family Services (under *The Child and Family Services Act*) when there is evidence of abuse or neglect, or the risk thereof; when the child has committed serious acts and the child's parents are not accessing appropriate treatment; and
- the requirement to provide accommodations and/or modifications for students with special education needs as outlined in the child's IEP.



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15. Communications Strategy

The board will communicate with students and their families to promote knowledge and understanding of this Protocol and consistency in its application.

The board will communicate in plain language and multiple languages and formats, as appropriate, the range of situations in which Police may be called to investigate school-related occurrences, including any criminal activity that occurs off school property and out of school hours if it has a negative impact on the school climate.

The Police and school board will work cooperatively in the development and release of information to the community.

16. Protocol Review Process

Police Services and boards will review this Protocol every two years or sooner as required, with input from school staff, parents and students, as appropriate.

17. School/Police Role in Violence Prevention

Schools and Police services will work in partnership to promote positive student behavior and prevent school violence. Local Police services and the school community will work together to develop, promote, maintain and implement violence-prevention policies in schools that address:

- the risk factors associated with antisocial, gang-related or criminal behavior;
- appropriate action when dealing with violent behavior;
- explaining procedures for Police investigations;
- working with community agencies to administer crime-prevention programs that focus on peer mediation, conflict resolution, and referrals to appropriate community resources (counseling or mentoring services, drug awareness and education, or support for those seeking employment or housing, and Crime Stoppers); and
- “Crime Prevention through Social Development” (SCPD) which involves addressing risk factors associated with crime and victimization.

Strategies that schools can use include:

- helping students develop social skills, including conflict resolution skills;



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- proactively indentifying students at risk and giving them extra support;
- using progressive discipline to teach and encourage appropriate behavior in school;
- viewing each student as an integral and contributing member of the school community;
- demonstrating, by example and leadership, that students' human rights are to be respected; and
- encouraging students to return to the school community after involvement with the criminal justice system and supporting them in the process.

Strategies that Police can use include:

- developing positive partnerships with all members of the school community, including parents;
- being visible within the school community;
- being a positive role model for students;
- establishing positive relationships with children and youth;
- making referrals based on the best interest of the students;
- helping deliver educational sessions on crime and criminal justice issues;
- being part of an integrated, multi-agency team that can respond to children and youth at risk of conflict with the law;
- facilitating communication and cooperation with school offices, Youth Justice Probation Services and other Police officers, courts and other social service services; and
- supporting students as they return to the school community after involvement with the criminal justice system.

Police forces and schools will refer to, and align with related ministry, school board and Police policies on violence protection

This Protocol is one component of a broader partnership between schools and other essential community partners including mental health providers, health care professionals and children's aid societies all dedicated to violence prevention in Ontario schools.



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18. Physical Safety Issues

When requested, Police services may work in cooperation with local schools to assess the physical safety of the school premises, including the building and outdoor areas. In all cases, final decisions about alterations rest with the school board, as does the responsibility to carry out any desired work.

19. Risk Assessment Services

There is the need for, and value to, early intervention and risk assessment services. Incidents of violence in schools are often preventable through early intervention in response to threatening behaviour, or non-threatening but worrisome behavior. The need for disciplinary action and Police interventions may be reduced through the identification of at-risk students through early and ongoing assessment and intervention strategies. A multi-agency approach can be highly effective in preventing and managing situations that could otherwise negatively affect the safety of students and/or school staff.

School boards and community partners including mental health agencies, Youth Justice Probation Services and other youth-focused agencies can develop procedures to facilitate timely intervention in situations where a threat has been made or an individual is engaging in worrisome behavior.

The use of Police Threat Assessment Units can be accessed through larger Police services (OPP) or the assistance of local Police services.

20. Emergency Planning and Threats to Safety

Schools will develop emergency and crisis response plans and review them annually, and communicate these plans with the school community and local Police services. The plans will include lockdown procedures, based on the *Provincial Policy for Developing and Maintaining Lockdown Procedures for Elementary and Secondary Schools in Ontario (June 2009)*. Police Services may be approached by schools to participate in and assist with lockdowns and other safety-related procedures at schools.

A copy of the Upper Grand and Wellington Catholic District School Boards' Lockdown Procedures are attached (Appendices B and C).

21. Training

Joint training on this Protocol based on effective/leading practices will be provided for school board and Police staff annually and where possible delivered by both Police and school board personnel.



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APPENDIX A: GLOSSARY

Aggression

A forceful behaviour; an attack.

Bullying

Typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying takes on different forms and contexts with age. It can be physical, verbal, social/emotional or through the use of technology. Bystanders contribute to bullying by doing nothing to prevent it or by becoming actively involved in supporting it.

Court Ordered Release

Court ordered release is any "order of probation" recognizance of bail, undertaking or officer in charge recognizance of bail, or officer in charge undertaking that releases a charged person from custody. These documents include conditions for the release of that person with non-association with victims, with accused, non-attendance, curfews, etc.

Criminal Harassment

Criminal harassment occurs when: (1) a person repeatedly follows an individual from place to place or repeatedly communicates, directly or indirectly, by any means (including electronic means), with an individual, or watches the home or place of work of an individual, or engages in threatening conduct directed at a person or a member of that person's family; and (2) the victim of the criminal harassment is caused to reasonably, in the circumstances, fear for his or her safety.

A single incident can constitute harassment.

Exigent Circumstances

Urgent, pressing, and/or emergency circumstances. Exigent circumstances usually exist when immediate action is required for the safety of the Police or others. Such circumstances may include a bomb threat, a person possessing or using a weapon, or a fire on school property.



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Expulsion

The removal of a student from his or her school or from all schools of the board. Students expelled only from their school are assigned to another school of the board. Students expelled from all schools of the board must be offered a program for expelled students. Activities for which expulsion must be considered are found in section 310(1) of *The Education Act*. An example is using a weapon to cause or to threaten bodily harm.

Extortion

The use of threats, intimidation, or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something.

Extra-Judicial Measures

Measures used by Police to hold a young person accountable for his or her alleged criminal behaviour, in a timely manner, outside the formal youth justice system. The formal system would include charging the individual and going through the court process. Extra-judicial measures hold a youth accountable for his or her actions and provide sanctions outside of judicial proceedings. Some examples of sanctions include substance abuse counselling, volunteer work, repair of or compensation for damaged or stolen property, and a letter of apology.

Gang-Related Occurrences

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

Hate and/or Bias-Motivated Occurrences

Incidents (e.g., involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (i.e., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin) that are publicly communicated and that are willfully intended to promote or incite bias or hatred against such a group.

Harassment

Harassment is engaging in a course of vexatious conduct that is known or ought to reasonably be known to be unwelcome. Harassment is words, conduct or action that is directed at an individual and serves no legitimate purpose. This may include remarks, jokes, threats, name-calling, the display of material(s), touching or other behaviour that an individual knows or ought to know, insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress, and may constitute discrimination when related to grounds protected by the Human Rights Code.



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Hold and Secure

When it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., if 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.

Lockdown

A procedure used in response to a major incident or threat of violence within the school, or in relation to the school. (See Appendices B and C)

Mitigating and Other Factors

Circumstances that must be considered by the board and school administrators in situations involving suspension and/or expulsion of a student, as required by the *Education Act* and as set out in Ontario Regulation 472/07 (quoted below):

2. For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control his or her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors

For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension or expulsion would affect the pupil's ongoing education.
5. The age of the pupil.



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6. In the case of a pupil for whom an individual education plan has been developed,
- i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii. whether appropriate individualized accommodation has been provided, and
 - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

OSR Access

The Police can access a student's Ontario Student Record (OSR) by warrant or subpoena, or with the written consent of a parent/legal guardian or of the student, if the student is 18 years of age or older. In exigent circumstances, the Police can access a student's OSR without a warrant under section 487.11 of the *Criminal Code*.

Negative Impact on School Climate

A possible result of inappropriate activities or behaviours, whether those activities/behaviours occur inside or outside the school or school hours. Actions or behaviours that occur outside school hours may still have a negative impact on school climate. For example, cyber bullying often occurs outside school, but if it targets individual students and causes them to be afraid to come to school, it is having a negative impact on school climate.

Parent/Legal Guardian

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

Possession of Drugs

Having a controlled substance or unlawfully possess prescription drugs (e.g., a drug or narcotic, as set out in the *Controlled Drugs and Substances Act*) in one's personal possession or possessing it jointly with others, including knowingly possessing an illegal or prescription drug elsewhere.

Relationship-Based Violence

Any behaviour or action that is used to scare, harm, threaten, control, intimidate, or injure another person within an intimate relationship, past or present. The behaviour or action can be physical, sexual, or emotional, and it may comprise a single act of violence, regardless of the level of physical injury, or a number of acts forming a pattern of abuse through the use of assaultive and controlling behaviour.



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Robbery

The use of violence or threats of violence to steal, or attempt to steal, money or other property from a victim.

Sexual Assault

Any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of force or control over the victim. In some cases, no overt physical force is used – instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.

Shelter in Place

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.

Suspension

The removal of a student from his or her school and all school-related activities for a minimum of one school day to a maximum of twenty school days. Activities for which suspension must be considered are found in subsection 306(1) of the *Education Act*. An example is possessing alcohol or illegal drugs.

Threats

Any statement, act, or communication, by any means, including electronic means, of an intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened *believes or has grounds to believe* the threat may be carried out.

Trafficking

Assisting in any manner with the distributing of a controlled drug (prescription or illegal) or substance, or one held out to be (believed to be), as set out in the *Controlled Drugs and Substances Act*, or with the distributing of weapons.

Weapon

Any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.



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APPENDIX B: WELLINGTON CATHOLIC

LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE PROCEDURES –
WELLINGTON CATHOLIC DISTRICT SCHOOL BOARD

HEALTH AND SAFETY PROCEDURE

PROCEDURE NAME:	Lockdown	APPROVAL DATE: November 23, 2009
PROCEDURE NUMBER:	HSP-005	LAST REVISED: May 11, 2011

1. POLICY

The main intent of this procedure is to ensure early identification, personal security and effective management of emergency situations such as violence, including armed individuals, an active shooter, a hostage taking or an emergency occurring in the community.

Prevention of such incidents may be achieved if staff and students report any and all threats and plans of such incidents to the office. In most cases someone knew prior to the incident, but maintained a code of silence. Prevention involves breaking the code of silence.



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2. SCOPE

This procedure applies to all employees of the Wellington Catholic District School Board.

3. DEFINITIONS

3.1 Lockdown – used when there is an immediate and imminent threat to the school population. School staff and students are secured in the rooms they are currently in and no one is allowed to leave or enter until the situation has been resolved. Examples include an active killer that is causing serious bodily harm or death to the school population; a student in possession of knife, gun or weapon and a staff member has been informed of this; an irate parent in custody battle with spouse that has attended the school to remove their child. (Appendix A)

3.2 Hold and Secure – used when it is desirable to secure the school due to an ongoing situation outside that is not related to the school (i.e. bank robbery occurred 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 a time as the situation near the school is resolved. (Appendix A)

3.3 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. (Appendix A)

4. ROLES AND RESPONSIBILITIES

4.1 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 to 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. The Principal is also responsible for communicating this procedure to staff, students, parents/guardians and child care centres or other tenants and community groups using school premises.



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4.2 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.

4.3 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.

4.4 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.

4.5 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.

5. PROCEDURE

5.1 Each site will maintain an up-to-date floor plan, with colour coding using red, green and blue.

5.1.1 Red indicates danger areas of the school which cannot be locked down safely;

5.1.2 Green identifies areas where staff and students are to proceed to safely lock down; and

5.1.3 Blue areas identify Command Post locations, which will be utilized by Police depending on the nature of the incident. Normally, the main office will be a command post location, with another area within the school identified as an alternate command post location. A third off-site command post location will be identified in the event neither on-site command post locations are available.



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- 5.2 Floor plans will be posted throughout the school, and at least in every classroom and at every entry point to the school. In multi-level buildings, only the floor plans relevant to a specific level will be posted on each level. **Floor plans will be provided to the Police by a Board representative.**
- 5.3 Hard copies of floor plans, and electronic copies, if possible, will be provided to the Police.
- 5.4 Buildings, entrances and all rooms within buildings will be clearly identified with either a name or number that is recorded on the floor plan. Where more than one building exists on school ground, each building shall be clearly identified on all sides of the building with a building identifier (i.e. number, letter, etc.). All portables shall be clearly identified as well. All exterior doors shall be clearly identified with either a number or letter. All rooms within the building will be clearly identified with room number, letters or names.
- 5.5 At the first indication of a major incident of school violence, notification must go to the office and the Lockdown must commence immediately.
- 5.6 All staff (particularly those working in the main office) shall be trained that when information is received in the office of a situation requiring a lockdown, whoever receives the 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 shall be made immediately by whoever receives the call to the office and shall not be delayed for the purpose of checking with Administration before announcing a lockdown.
- 5.7 The actual wording announcing a lockdown shall be affixed on or near the microphone, so that it is clearly visible and can be read by the person announcing the lockdown.
- 5.8 Once a lockdown has been called, before locking a door, staff will 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 will:
- 5.8.1 Stay away from windows and doors;
- 5.8.2 Turn off lights;



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- 5.8.3 Close blinds;
- 5.8.4 Be aware of sight lines;
- 5.8.5 If there is a window in the classroom door, cover the window;
- 5.8.6 Take cover if available (get behind something solid);
- 5.8.7 Remain absolutely quiet;
- 5.8.8 Teachers take attendance;
- 5.8.9 No cell phone use unless necessary to communicate regarding the incident. Cell phones should be shut off or put on vibrate.
- 5.9 If in a portable, tip desks onto their sides with desk-tops facing out and all desks placed in a circle, with students and staff located within the circle, on the floor below the top edge of the desk.
- 5.10 Staff and students in a washroom during a lockdown should evacuate the washroom if at all possible and get to an area which can safely be locked down (green). For elementary schools, a teacher who normally works in close proximity to student washrooms will check the washroom(s) prior to locking themselves down, if safe to do so. For secondary schools, training will include an explanation to students that they are responsible to evacuate the washroom upon hearing a lockdown announced and get to the nearest classroom or other area which is identified as a safe (green) area. If staff and students are not able to evacuate a washroom, they should attempt to secure the washroom door, enter a stall, lock the door and climb on top of the toilet.
- 5.11 Each school will develop a procedure to address staff and students in open areas including cafeterias, libraries, hallways, etc.
- 5.12 In order to ensure those who are outside school buildings become aware that the school is locking down, the PA system must be capable of being activated outside the school. 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) and staff shall take attendance. Once at the location, staff and students shall remain in that location until further advised by administration or Police. When a “Hold and Secure” situation occurs and staff and students are



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outside the building, they should re-enter the building prior to the exterior doors being locked.

- 5.13 In the event of a prolonged situation, the Police may 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 is normally done on a room by room basis, with evacuees being escorted by Police to the evacuation location.
- 5.14 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, 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.
- 5.15 In order to conclude a lockdown at both the school and off-site evacuation location(s), the school must decide on the appropriate method:
- 5.15.1 A general announcement via the PA system by the ; or
- 5.15.2 Room to room visit from Police/school administration with some sort of identification process.

6. TRAINING

- 6.1 All new teachers/school staff will receive lockdown training at the time of hire.
- 6.2 A lockdown review will be conducted for all staff and students at the start of each school year. Police partners may be present to assist with the training.
- 6.3 Lockdown information shall be provided by the school to the parents via newsletter or Board website.
- 6.4 If possible, Fire and EMS should be invited to staff/student training sessions.

7. DRILLS

- 7.1 A minimum of two (2) lockdown drills will be conducted during each school year.



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- 7.2 The Principal at each school is responsible for setting the dates of each drill and over-seeing the drills, with support/assistance from the Police.
- 7.3 Students, staff and parents should be given advance notice of impending drills.
- 7.4 If Fire and EMS have been invited to participate in the drill, Principals shall notify neighboring schools of the lockdown drill.
- 7.5 Results of the lockdown drill will be recorded on the Wellington Catholic District School Board Emergency Drill Report Form (Appendix D) and a copy of the report will be forwarded to the Environment, Health and Safety Officer.
- 7.6 Following each drill, a debriefing shall be conducted to identify areas of improvement.
8. MEDIA
- 8.1 The /Board media personnel shall work with Police media personnel and share press release information to ensure consistent information is provided to the media.
9. COMMUNICATION WITH PARENTS/GUARDIANS/COMMUNITY
- 9.1 At the beginning of each school year, Principals shall provide the following information to parents/guardians:
- 9.1.1 The lockdown procedures and encouragement for parents/guardians to reinforce with their children the importance of understanding the procedures and following staff direction.
- 9.1.2 Where parents/guardians should proceed in the event of an actual incident involving a lockdown.
- 9.2 In all incidents of a lockdown that is not a drill; Principals shall provide a communication to parents/guardians to be sent home with each student at the conclusion of the school day, or as soon as possible, outlining the details of the incident.



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10. SCHOOL RECOVERY FOLLOWING A LOCKDOWN

10.1 A debriefing shall occur in all situations following a lockdown. The nature and severity of the incident shall dictate who will be included in the debriefing.

11. PLAN REVIEW

11.1 Each school will review their Lockdown Plan on an annual basis, at the beginning of each school year.

12. ASSOCIATED DOCUMENTS

12.1 OSBIE Incident Report

12.2 Employee Incident / Accident Form

12.3 Emergency Log

12.4 Wellington Catholic District School Board Emergency Drill Report Form

13. RECORD OF CHANGES

Version#	Date dd-mm-yy	Section / Paragraph Changed	Change Made / Reason for Change	Changed By
01	23-Nov-09	Whole Document	New Document	
02	11-May-11	Whole Document	Reformatted	N. Culham



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14. LIST OF PEOPLE TO INFORM

- 1.1 Administration
- 1.2 Employees and Students
- 1.3 JHSC
- 1.4 Visitors
- 1.5 Contractors

15. APPROVALS

The following people have reviewed and approved this procedure for implementation:

Title	Name	Approver	Reviewer	Signature	Date (dd-mm-yy)
Director of Education	Don Drone	X			
Human Resources Manager	Rosemarie McHugh	X			
JOHSC			X		

LOCKDOWN

1.0 TEACHERS/STAFF WILL UPON INITIAL ENCOUNTER:

- 1.1 Shout “LOCKDOWN”
- 1.2 Take cover, lie low, get inside a secured room as quickly as possible
- 1.3 Get as many students as possible out of the way and into a secured room
- 1.4 If safe to do so, communicate to the office and provide description of suspect/incident



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2.0 PRINCIPAL/DESIGNATE WILL:

- 2.1 Turn the outside speakers ON
- 2.2 Announce “LOCKDOWN, LOCKDOWN REPEAT LOCKDOWN, LOCKDOWN” over PA system
Note: Ensure to indicate “This is a drill” in the announcement when conducting drills.
- 2.3 Call Police: Guelph **911** O.P.P **1-800-265-2525**
DO NOT HANG UP
- 2.4 Provide as much information as possible, including location of incident, type of threat, weapons, suspect description, injuries, etc.
- 2.5 Alert Emergency Response Team if safe to do so.
- 2.6 Call designated administrative contact – **use another phone.**
- 2.7 Announce “All Clear” over the PA system when the situation has been resolved.

3.0 TEACHERS

- 3.1 Secure all doors and assemble in the class areas not visible through the windows and glass panels.
- 3.2 Do NOT respond if the fire alarm sounds.
- 3.3 Do not unlock doors for anyone until the ALL CLEAR signal is given.
- 3.4 Classrooms – secure all doors and windows, make the room look empty, remove items from desktops, assemble in areas away from doors and windows, take cover or lie low, lights out, blinds pulled, be quiet – phone ringers turned off, remain in the room until the ALL CLEAR signal is given.
- 3.5 Portables – secure all doors, assemble in areas away from doors and windows, take cover or lie low, lights out, blinds pulled, be quiet – phone ringers turned off, remain in the room until the ALL CLEAR signal is given.
- 3.6 Cafeteria, Library, Gym, Washroom and other open areas – take cover, lie low and get inside a secured room when safe to do so.



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Notes - each open area within the school must be assessed for secure places and quick escape. Any students that are outside the building are to remain outside in a predetermined safe area.

4.0 EMERGENCY RESPONSE TEAM

- 4.1 Meet in the command centre if safe to do so;
- 4.2 Identify and monitor the school emergency for lockdown;
- 4.3 Control building systems;
- 4.4 Provide first aid;
- 4.5 Establish and maintain communication with the following parties depending on the circumstances:
 - 4.5.1 Police, Fire
 - 4.5.2 Designated Administrative Contact
 - 4.5.3 Administrator of Plant and Operations
 - 4.5.4 Hospital, doctor
 - 4.5.5 Parents, guardians, next of kin
 - 4.5.6 Media
 - 4.5.7 Staff and students

5.0 MONITOR AND CONTROL BUILDING FACILITIES

- 5.1 Provide assistance to emergency services, maintenance department and contractors.

6.0 COORDINATE TRANSPORTATION TO ALTERNATE SITE – only as directed

7.0 COMPLETE REPORTS

- 7.1 OSBIE Incident Report (students)
- 7.2 Employee Incident/Accident Report Form (staff)



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7.3 Emergency Log

8.0 DEBRIEF STAFF AND STUDENTS

HOLD AND SECURE

1.0 PERSON (POLICE, FIRE, BOARD, STAFF MEMBER OR STUDENT) INITIATING THE CALL FOR HOLD AND SECURE:

- 1.1 Obtain as much information as possible regarding the emergency;
- 1.2 If the threat is a person, give the best possible description and pertinent information;
- 1.3 Report the matter to the Principal or designate.

2.0 PRINCIPAL/DESIGNATE

- 2.1 Turn the outside speakers “ON” and announce “ HOLD AND SECURE – SECURE THE EXTERIOR DOORS”
Note: ensure to indicate “This is a Drill” in the announcement when conducting drills
- 2.2 Alert Emergency Response Team
- 2.3 Activate Command Centre
- 2.4 Call designated Administrative contact
- 2.5 Announce “All Clear” once the incident has been resolved

3.0 EMERGENCY RESPONSE TEAM

- 3.1 Secure exterior doors and monitor who, if anyone can enter
- 3.2 Identify and monitor the community emergency
- 3.3 Control building systems as necessary
- 3.4 Establish and maintain communication with the following parties depending on the circumstances:



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- 3.4.1 Designated administrative contact
- 3.4.2 Police and Fire Department
- 3.4.3 Administrator of Plant and Operations
- 3.4.4 Hospital, doctor
- 3.4.5 Parents, guardians, next of kin
- 3.4.6 Media
- 3.4.7 Staff and students

4.0 STAFF AND STUDENTS

- 4.1 Staff and students that are involved in outdoor classes or on recess shall enter the school immediately
- 4.2 Students that are assigned to portable classrooms when the Hold and Secure is initiated shall remain in their portables
- 4.3 Normal school activities will continue

5.0 MONITOR AND CONTROL BUILDING FACILITIES

- 5.1 Provide assistance to emergency services, maintenance department and contractors

6.0 COORDINATE TRANSPORTATION TO ALTERNATE SITE – only as directed

7.0 COMPLETE REPORTS

- 7.1 OSBIE Incident Report (students)
- 7.2 Employee Incident/Accident Report Form (staff)
- 7.3 Emergency Log

8.0 DEBRIEF STAFF AND STUDENTS



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SHELTER IN PLACE

Sudden occurrences such as tornadoes, severe winter storms, hazardous material accidents or other dangerous incidents may dictate “Shelter in Place” as the best response.

The purpose of this procedure is to ensure that all staff and students are able to relocate to a “Safe Area” within the school without delay in the event of these types of incidents. Different “Shelter in Place” scenarios require different actions.

1.0 PRINCIPAL/DESIGNATE

1.1 Upon receipt of direction to “Shelter in Place”, the Principal/designate shall:

1.1.1 Alert Emergency Response Team

1.1.2 Establish the Command Centre

1.1.3 Call to report emergency / obtain information

1.1.3.1 Police 911

1.1.3.2 O.P.P. 1-800-265-2525

1.1.3.3 Call designated administrative contact

2.0 EMERGENCY RESPONSE TEAM

2.1 Provide first aid

2.2 Relocate students to safe areas

2.3 Control building systems

2.4 Evacuate school, if necessary

3.0 TORNADO SHELTER IN PLACE

3.1 Upon receipt of direction to “Shelter in Place” for a tornado, staff and students shall:



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- 3.1.1 Use the closest and safest route to take shelter in a small interior room, closet or hallway (on the ground floor, if possible);
 - 3.1.2 Stay away from outside walls, windows and doors;
 - 3.1.3 Do not use elevators;
 - 3.1.4 Avoid large rooms, if possible;
 - 3.1.5 Stay close to the ground and protect your head from flying objects;
 - 3.1.6 Time permitting, if in a portable, move to the main school building. If unable to leave the portable, get under the desks and hold on to it.
 - 3.1.7 If outside and shelter is not available or there is no time to get indoors, lie in a ditch or low-lying area or crouch near a strong building. Use arms to protect head and neck.
- 3.2 All staff and students shall remain at the “Safe Area” location until advised that it is safe to leave.
- 3.3 If a tornado strikes, DO NOT go outside to survey the damage as a second tornado sometimes strikes the same area after the first one has moved through.

4.0 HAZARDOUS RELEASE SHELTER IN PLACE

- 4.1 Upon receipt of direction to “Shelter in Place” for a Hazardous Material Release, staff and students shall:
- 4.1.1 Take direction from any Municipal emergency agency (Police, fire, etc.) as to the appropriate actions. Generally they will be:
 - 4.1.1.1 Go indoors and stay there until directed differently;
 - 4.1.1.2 Close all windows and doors;
 - 4.1.1.3 Turn off anything that moves air;
 - 4.1.1.4 Await further instructions.



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5.0 ESTABLISH COMMUNICATION WITH:

- 5.1 Designated Administrative Contact
- 5.2 Administrator of Plant and Operations
- 5.3 Hospital, doctor
- 5.4 Parents, guardians, next of kin
- 5.5 Media
- 5.6 Staff and Students

6.0 MONITOR AND CONTROL BUILDING FACILITIES

- 6.1 Provide assistance to emergency services, maintenance department and contractors.

7.0 COORDINATE TRANSPORTATION TO ALTERNATE – if required

8.0 COMPLETE REPORTS

- 8.1 OSBIE Incident Report (students)
- 8.2 Employee Incident / Accident Form (staff)
- 8.3 Emergency Log

9.0 DEBRIEF STAFF AND STUDENTS



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APPENDIX C: UPPER GRAND DISTRICT SCHOOL BOARD
EMERGENCY PROCEDURES SCHOOL HANDBOOK

PART 5 – EMERGENCY SITUATIONS

SECTION M – HOLD AND SECURE, LOCK DOWN, AND SHELTER IN PLACE

Note: These procedures are based on guidelines from the Ministry of Education developed in conjunction with the Ontario Association of Chiefs of Police (OACP) to ensure consistency across the province. All schools must follow these procedures.

Drills: Each school must develop Lock Down plans and conduct two (2) Lock Down drills each year and report (what and how).

In accordance with the Guidelines issued by the Ministry of Education/OACP, the following is the terminology that will be used in school emergency situations:

HOLD AND SECURE is used when there is a desire to secure the school due to an ongoing situation outside the building **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 locked until such time as the situation near the school is resolved. See Section A

LOCK DOWN should **ONLY** be used when there is a major incident or threat of school violence within the school, or in relation to the school.

In a Lock Down exterior doors remain open, with interior doors (classrooms) secured (locked) unless notified otherwise by the local authority (Police, etc.) See Section B

SHELTER IN PLACE is used for environmental or weather-related situations where it is necessary to keep all occupants within the school to protect them from an **external situation** (chemical spills, blackouts, explosions or extreme weather conditions such as a tornado).

For procedures that occur when there is an emergency situation such as a chemical spill in a school see Section F – Chemical/Hazardous Materials, Section I – Explosion.

Weather Emergencies are covered in Section J – Weather Emergencies



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A. HOLD AND SECURE (exterior doors locked)

PROCEDURES

This procedure will be initiated when there is a pending danger (dangerous person, Police activity, custody concern, etc.,) in the area near the school. This may be initiated by the school or a local authority,

1. The local authority (Police, Fire Department, etc) will notify the affected schools and Board Administration.
2. Schools will take direction from the local authority regarding student and building security in the school during the HOLD AND SECURE.
3. Remain calm.

If a school is required to HOLD AND SECURE, staff must be notified. Notification of students is at the discretion of the Principal.

4. Bring all students and staff who may be outside the building, including those in portables, inside as quickly as possible - check playgrounds, return students from recess or other outdoor activities (see end of Section A).
5. Secure the building: deploy staff to lock all exterior doors and windows.
6. The Principal will call the Superintendent of Education.
7. Track and monitor student attendance.
8. Provide regular updates on the situation in the school to Board Administration contacts arranged by the Superintendent.
9. Respond, as possible, to parent requests for information by land-line telephones.
10. Staff and students unable to enter the school building once a HOLD AND SECURE has been initiated will:
 - a) move as far away from the school building as quickly as possible;



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- b) proceed to the school's evacuation/relocation site or evacuation site designated by the local authority;
 - c) if necessary, the Principal will deploy school staff to the schools evacuation/relocation site or site designated by the local authority;
 - d) retain students at the relocation/evacuation site;
 - e) track and monitor student attendance;
 - f) release students to parents/guardians from the relocation/evacuation site only on the direction of the local authority and ensure that all student releases are documented, and
 - g) the local authority will assign personnel to the evacuation site to communicate information to staff, students and families.
11. Under no circumstances should anyone be allowed to enter or leave the school building during a HOLD AND SECURE including parents. Children cannot be released to parents after the HOLD AND SECURE has been initiated without the permission of the local authority.

The School will continue to function normally: Class changes may continue unless the school is notified otherwise by the local authority, or at the discretion of the Principal.

12. The Superintendent will notify Board Administrative staff who will monitor the situation with the local authority and provide details, as necessary, to the school during the HOLD AND SECURE.
13. The Superintendent will notify Transportation Services who will notify the bus company of a potential delay in dismissal due to a HOLD AND SECURE. Transportation Services will notify other schools affected by any delay in busses.
14. Board Administration will notify other schools, as required. Schools will be notified if students at that school reside in the HOLD AND SECURE area.
15. Busses from non-HOLD AND SECURE areas will not enter the HOLD AND SECURE area, and will retain students designated for drop off in that area.



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16. At schools not contained in the HOLD AND SECURE area, the Principal will retain students travelling to the HOLD AND SECURE area (walkers and bus students).
17. All media inquiries regarding the incident and the situation inside the school will be managed by the local authority and/or designated Board staff as determined by consultation between the local authority and Board staff.
18. Wait for the “all clear” call or notice from the local authority or Board Administration before unlocking doors.
19. The Principal will notify the Superintendent and the Board's Communications Officer when the HOLD AND SECURE has concluded.

B. LOCK DOWN

(exterior doors remain open, interior doors to be secured (locked))

Note: this procedure does not include a Bomb Threat (see Part 5 Section E).

PROCEDURES

When there is a major incident or threat of school violence in the school, or in relation to the school, including the suspicion that an intruder(s) has entered the school and poses a threat to the life and/or welfare of students or staff (has a gun, knife, explosives, etc.) or has a violent intent:

1. Stay calm.
2. Do not confront the subject if on site
3. Notify the office immediately.
4. If safe to do so, provide details including:
 - a) the nature of the threat or incident;
 - b) location and number of suspects;
 - c) suspects(s) moving around or stationary;
 - d) identity, if known;



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- e) description of physical appearance (clothing, build, etc.)
 - f) description of weapons;
 - g) possible motive or threats made, and
 - h) location of any known injuries or casualties.
5. The office will immediately announce the LOCK DOWN over the PA system. The announcement should be: "THIS SCHOOL IS IN LOCK DOWN, GO IMMEDIATELY TO A SAFE PLACE."
 6. Disregard fire alarm system and other school bells until otherwise informed and if it is safe to do so.
 7. The Lock down is in effect until cancelled by the Principal or designate on the direction of the local authority.
 8. Call 911 if Police are not yet involved. Provide details as in 4 (above) and:
 - a) stay on the line, provide information as requested;
 - b) explain safe approach (routes/entrances) for Police;
 - c) advise Police where they will be met;
 - d) provide any pertinent child custody issues (if applicable), and
 - e) begin to document times, events.
 9. Inside the school - Classrooms/Secure Areas
 - a) Direct students to classrooms, portables or an area in the building which can be secured, or to the school's relocation site or an evacuation site designated by the local authority.
 - b) Quickly check and clear halls, stairwells, open areas.
 - c) Direct staff to safe areas once students are located safely.
 - d) Lock classroom and other safe area interior doors.



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- e) Cover any classroom door windows or sidelights.
 - f) Stay away from doors and windows.
 - g) Turn off lights, close blinds/drapes.
 - h) Take cover if available (behind book shelves, something solid) or get on floor.
 - i) Remain quiet, respond as directed by the local authority.
 - j) Teachers will take attendance, determine if anyone is missing, and who else is present (students from other classes, etc).
 - k) Maintain calm and reasonable order.
 - l) Do not use cell phones (staff or students).
 - m) Once doors are locked, do not admit anyone to the classroom or secure area.
 - n) Wait for further instructions, and stay in the safe area until the “all clear” has been sent.
10. Portables (in the event of a real Lock down – not necessary for drills)
- a) Tip desks on sides with tops facing out.
 - b) Place desks in a circle.
 - c) Staff and students to locate inside circle, below desk tops.
 - d) Follow procedures g) through l) above.
11. Washrooms
- a) Evacuate to a safe area if possible.
 - b) **Elementary schools:** identify an adult in close proximity to a washroom to check before locking down in a secure area and take



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any students in washroom into a secure area (classroom) before locking down if safe to do so.

- c) **Secondary Schools:** ensure students know they are responsible to leave a washroom immediately if safe to do so and go to a close safe area.
- d) If trapped in a washroom, attempt to secure the door, enter a stall, lock the door and climb on top of the toilet.
- e) Stay calm, quiet, do not use cell phones, wait for further instructions or “all clear”.

12. Open Areas (cafeterias, libraries, hallways, gym etc.)

Develop plans for staff and students in open areas, including the possibility of evacuating to a safe area or school exterior if safe to do so. Go to change rooms if available in gyms

13. Child Cares/Facility Partners

Include child care/facility staff in all aspect of planning, training and drills.

14. Outside the school

- a) Do not enter the school building.
- b) Move as far away from the school building as quickly as possible.
- c) Proceed to school relocation site or evacuation site designated by the local authority.
- d) If necessary, the Principal will deploy school staff to the schools evacuation/relocation site or site designated by the local authority.
- e) Have students remain at the relocation or evacuation site.
- f) Track and monitor student attendance.
- g) Students may be released to parents/guardians from relocation site only on direction of the local authority.



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- h) All student releases are to be documented.
- i) The local authority will assign personnel to the evacuation site to communicate information to staff, students, and families.

15. Fire Alarms

In the event that the fire alarm is pulled once a LOCK DOWN or HOLD AND SECURE is instituted, staff and students shall remain locked down if safe to do so. However, do not ignore an intentional or unintentional fire and respond accordingly.

16. After a LOCK DOWN

- a) Contact Board Administration (Superintendent, Communications Officer) about sending a message to parents/families.
- b) Conduct a debriefing of the event with local authorities, Board Administration, staff, school council chair and students, parents, trustees (as a appropriate).

17. School Administrative Responsibilities:

- a) The Principal will call the Superintendent of Education.
- b) The Principal or designate will meet the local authority on arrival, describe the situation, and provide a school floor plan.
- c) School Administration and staff will cooperate with and take direction from the local authority throughout the situation.
- d) At schools not contained in the LOCK DOWN area, the Principal will retain students travelling to the LOCK DOWN area (walkers and bus students).
- e) Respond to parent requests for information by land-line telephone.
- f) Under no circumstances should anyone be allowed to leave the school building once the LOCK DOWN has been implemented.
- g) Wait for the “all clear” from the local authority



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18. Other Responsibilities:

The local authority will:

- a) be in charge of the incident scene;
- b) handle media relations regarding the incident and Police response;
- c) liaise with Board Administration;
- d) determine if a controlled evacuation is viable and direct any evacuation process, and
- e) notify School Administration and Board Administration with the “all clear”.

19. Board Administration and Transportation Services (STWDSTS)

The Superintendent, Senior Administration and designated staff will:

- a) notify Transportation Services who will notify bus companies of any potential delays in dismissal due to a LOCK DOWN;
- b) Transportation Services will notify other schools affected by this delay in busses;
- c) notify transportation services that busses from non-LOCK DOWN areas are not to enter LOCK DOWN areas and to retain students designated for drop off in that area;
- d) take direction from and monitor the situation through the local authorities including Police and other emergency services;
- e) provide information, as appropriate, to the School Administration during the incident;
- f) handle media inquiries related to Board concerns in cooperation with the local authority;
- g) contact and deploy Board Crisis Response Team and others, as required, and



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- h) notify other schools, as required, if students at those schools reside in the LOCK DOWN area.

C. LOCK DOWN DRILLS

1. All schools will conduct at least **Two** (2) LOCK DOWN drills each school year.
2. Schools may ask local Police services, fire services, and/or EMS to participate in or monitor a LOCK DOWN drill. Police may also be asked to provide information to Principals' groups on the role of Police during LOCK DOWNS and HOLD AND SECURE situations.
3. If requested by Police, schools will participate in a LOCK DOWN drill. The school will ensure that the appropriate Superintendents are notified, and will seek direction from the Police about the need to notify others (i.e. school neighbours, media, etc.).
4. Schools will notify their Superintendent and provide information on all scheduled LOCK DOWN drills before a drill is conducted.
5. When drills are scheduled, the School Council will be informed and parents will be given advance notification of the date and time of the drill (newsletter, website, etc.). Neighbouring schools may also be notified.
6. Procedures for a LOCK DOWN must be reviewed with students before a drill is held.
7. Following a drill, a debriefing will be held by the school administration with staff, and may include local authorities (if participating) Board Administration and others (i.e. school volunteers) as appropriate. Secondary schools may also include student representatives in a debriefing session.

D. BACKGROUND

1. Each school is required to follow LOCK DOWN and/or HOLD AND SECURE procedures in the event of an emergency and on the request of local authorities.
2. Each school should develop LOCK DOWN procedures specific to the school site. Local Police can be contacted to help develop plans, as appropriate.



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3. These procedures should cover:
- a) planning for all scenarios: students in class, portables and common (open) areas (e.g. library or cafeteria), between periods, before and after school, lunch, during co-curricular events and assemblies, evenings;
 - b) processes for internal and external communication;
 - c) the use of PA systems, intercoms, land-line telephones, and contingency plans for use if PA, telephone service, etc. is interrupted (Note: cell phones should not be used on site in an emergency);
 - d) procedures for locking doors, denying access, school office safety;
 - e) a relocation site for evacuation (note: a neighbouring school may not be appropriate);
 - f) determining safe areas (classrooms, etc.) and identifying areas that cannot be secured (e.g. foyers, common areas), and processes for evacuation of students/staff from these areas;
 - g) student attendance and record keeping during an incident and reporting after an incident, including release of students, when appropriate, and
 - h) an annual review of procedures with staff early in the school year, and with new staff throughout the school year, as necessary.



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APPENDIX D: GUIDE TO OFFICERS FOR YOUTH CRIMINAL JUSTICE

APPENDIX D: GUIDE TO OFFICERS FOR SECTION 146 YOUTH CRIMINAL JUSTICE ACT STATEMENTS

(taken from Provincial Model for a Local Police/School Board Protocol 2011)

The Ontario Court of Appeal has emphasized the importance of recording any statement of an accused person on video. This is even more important when contemplating charges against or taking the statement of a young person where the informational components of Section 146 must be explained to the young person in language appropriate to the particular young person's age and understanding. The best way to demonstrate that you have tailored your explanation to the age and understanding of the young person is by way of video.

- It is imperative that the young person clearly understands everything that is being said and explained to him/her.
- It is insufficient to simply read the form to the young person and ask if he/she understands.
- An individualized, objective approach that takes into account the level of sophistication and other personal characteristics relevant to the young person's understanding is required when conducting the interview.
- Prior to asking any of the questions set out in the statement form, you are required to acquire some insight into the level of understanding of the young person you are interviewing in order to determine the appropriate language to use in explaining his/her rights. It would be of evidentiary value to record this initial interaction with the youth while gauging their level of understanding.
- This requirement involves learning something about the young person's level of education, language and vocabulary skills, ability to comprehend and emotional state.
- This requirement can only be achieved by engaging the young person in conversation. Consideration should be given to the following non-exhaustive list of questions:
 - How old are you?
 - What grade are you in?



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APPENDIX D: GUIDE TO OFFICERS FOR YOUTH CRIMINAL JUSTICE

- What school do you attend?
 - Do you have a learning disability?
 - Are you in a special education class?
 - Have you been arrested before?
 - Have you given a statement to a Police officer before?
- Once you have acquired the necessary insight into the young person's level of understanding you will be in a position to tailor your explanation of the Section 146 requirements to the capabilities of the particular young person you are interviewing.
 - While you are not required to have the young person "explain back" their rights, in some instances, this may well demonstrate that your explanations were both appropriate and sufficient.
 - A simple and appropriate way to determine whether the young person understands is to ask, "What does this mean to you in your own words?"



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STATEMENT OF A YOUNG PERSON

Youth Criminal Justice Act, Section 146

1. Statement Recording Method:

Audiotape (No. _____) Written DVD (No. _____) Videotape (No. _____)

Police Service: _____ Police Case ID: _____

Occurrence No: _____

Date: _____ Location: _____ Start Time: _____ Time Completed: _____

Interviewing Officer(s): _____

Name of Young Person: _____ Date of Birth: _____

Address: _____ Phone Number: _____

You are charged with: _____ You may be charged with: _____

2. Do you understand the charge(s)?

Reply

If at any time you do not understand anything, tell me and I will explain it to you. Do you understand?

Reply

3a. **THIS SECTION APPLIES ONLY TO YOUTHS WHO ARE 14 YEARS OF AGE OR OLDER AT THE TIME OF THE ALLEGED OFFENCE AND THE OFFENCE IS 1ST OR 2ND DEGREE MURDER, ATTEMPT MURDER, MANSLAUGHTER OR AGGRAVATED ASSAULT.**

As you are 14 years old, or older, and you are charged with _____, if you are found guilty, the Crown will ask the court to give you an adult sentence. The most severe adult sentence is life in prison. It is up to the court to decide whether you will be sentenced as a young person or an adult.

Not Applicable _____ (officer's initials) Warning Read: Yes

Do you understand? Yes No

3b. **THIS SECTION APPLIES TO YOUTHS WHO ARE 14 YEARS OF AGE OR OLDER AT THE TIME OF THE ALLEGED OFFENCE AND THE OFFENCE IS ONE FOR WHICH AN ADULT IS LIABLE TO IMPRISONMENT FOR MORE THAN TWO YEARS.**



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STATEMENT OF A YOUNG PERSON

As you are 14 years old, or older, if you are found guilty, the Crown may ask the court to give you an adult sentence. The most severe sentence is life in prison. It is up to the court to decide whether you will be sentenced as a young person or an adult.

Not Applicable _____ (officer's initials)

Do you understand? Yes No

4a. You have the right to talk to a lawyer in private without delay. Do you understand?
Reply

b. You can also get immediate legal advice from a free Legal Aid Lawyer by calling 1-800-562-2561 or 1-800-265-0451.
Do you understand?
Reply

c. If you are charged with an offence, you may apply to Ontario Legal Aid for legal assistance.
Do you understand?
Reply

d. You also have the right to speak, without delay and in private, to a parent, or in the absence of a parent, an adult relative or in the absence of an adult relative another appropriate adult whom you feel may assist you.
Do you understand?
Reply

e. If you make a statement to the Police, the Police must have the person(s) you spoke with here while you make a statement unless you do not want them or any one of them here.
Do you understand?
Reply

f. Do you want to talk to a lawyer?
Reply

g. Do you want to talk to one or both of your parents?
Reply



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STATEMENT OF A YOUNG PERSON

h. If your parent(s) are not available, do you want to talk to an adult relative?

Reply

i. If an adult relative is not available, do you want to talk to another appropriate adult?

Reply

5. **IF THE YOUNG PERSON INDICATES THAT HE/SHE WISHES TO SPEAK TO ANY OF THE ABOVE PERSONS, THE OFFICER CONDUCTING THE INTERVIEW MUST NOW FACILITATE THOSE CONVERSATIONS.**

Do you wish to make a statement?

Reply

If you decide to make a statement, you can stop at any time. You can also at any time talk to a lawyer and a parent, adult relative or an appropriate adult, and have that person here with you.

Reply

6. WAIVER OF RIGHTS

I have been given the opportunity to obtain immediate free advice from a Legal Aid Lawyer and the opportunity to talk to a lawyer and my parent(s); or, in the absence of a parent, an adult relative; or, in the absence of a parent or adult relative, another appropriate adult. I have been informed that the Police must have the people with whom I have just spoken present when making a statement unless I do not want them, or any one of them, with me during this interview. These rights have been explained to me and I understand.

I choose not to talk with any of these people.

Signature of Young Person

I do not want any of them here with me during this interview.

Signature of Young Person

Witness

Time

Name of Person Present: Parent(s) Adult Relative Other Appropriate Adult: _____



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STATEMENT OF A YOUNG PERSON

7. CAUTION

You do not have to say anything about the charge(s) unless you want to.

Do you understand?

Reply _____

I also have to tell you that whatever you do say will be recorded in writing or on audio and may be given in evidence against you in court.

Do you understand?

Reply _____

8. SECONDARY CAUTION

If you have spoken to any other Police officer or if anyone else has spoken to you in connection with this matter, I want it clearly understood that I do not want it to influence you in making a statement.

Do you understand?

Reply _____

You are reminded that you do not have to say anything about this charge unless you want to.

Do you understand?

Reply _____

Do you wish to make a statement?

Reply _____

Signature of Young Person: _____ Time Completed: _____

Witness:

1 _____

Signature

2 _____

Signature

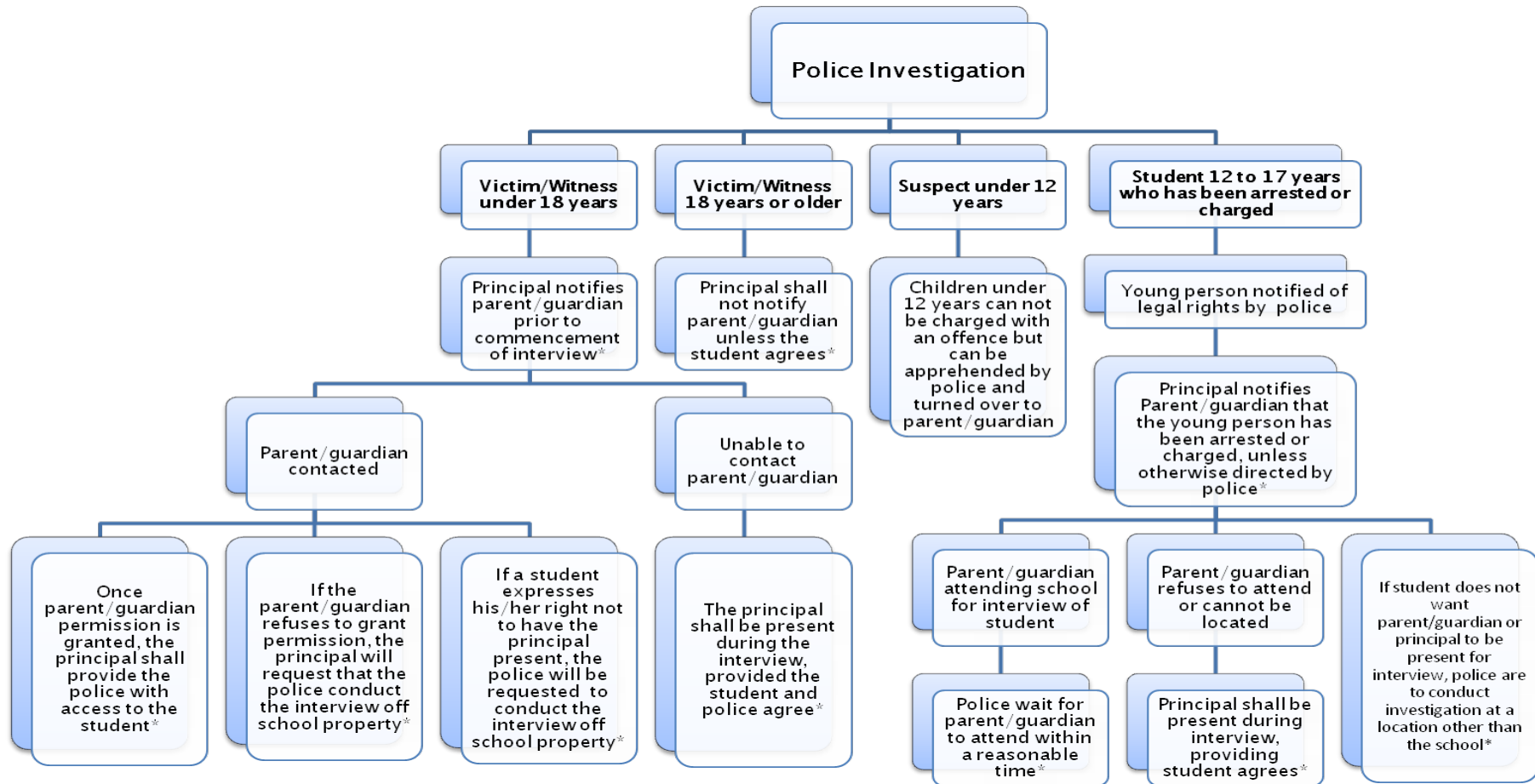


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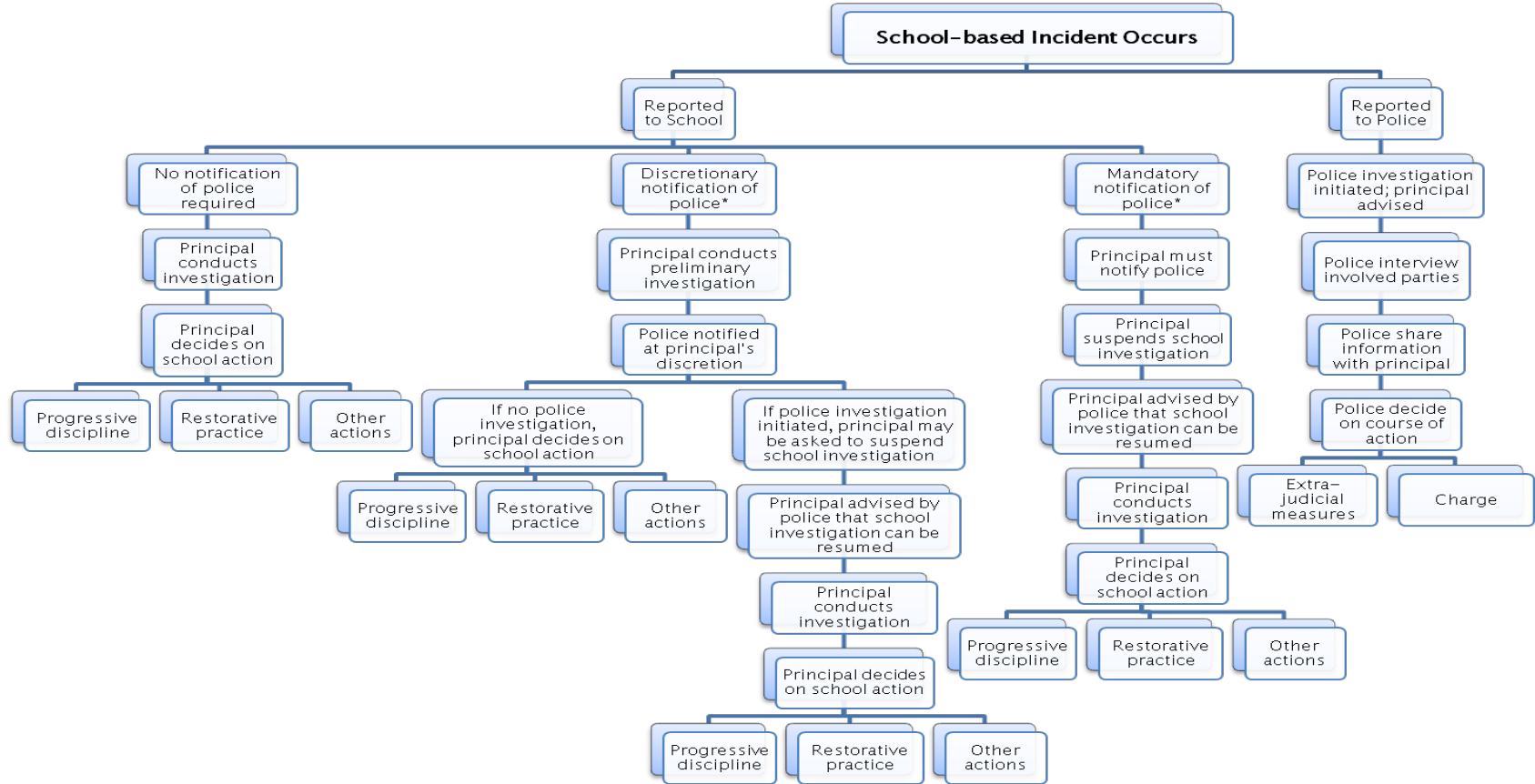
APPENDIX E: NOTIFICATION FLOW CHART



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APPENDIX F: PARALLEL INVESTIGATION FLOW CHART



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