



*Meadow Montessori*

**Emergency Response  
Plan**



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## **SECTION 1 – GENERAL**

### ***1.1. Administrative Procedure Emergency Response Plan***

#### **Background**

The school shall strive to ensure that each student, staff member, parent and visitor is provided with a safe environment. It is committed to creating and maintaining an environment where students, staff, parents and others feel safe. To this end, the school shall establish protocol for responding to immediate risks within a building, student threatening behaviors and traumatic events.

#### **Procedures**

1. The Director will ensure that school administrative procedures, crisis plans and related handbooks are reviewed on an annual basis and revised as required.
2. The Director will ensure that Principals and appropriate personnel are involved in crisis management training.
3. The Director or designate will develop and maintain a Division Emergency Response plan which:
  - 3.1. Establishes a school Tragic Events Response Team (TERT) with assigned roles and responsibilities;
  - 3.2. Participates in a community response team coordinated with other community crisis response services (ie: RCMP, fire department, mental health, etc.)
  - 3.3. Provides for a safe and caring working and learning environment;
  - 3.4. Maintains a focus on prevention, early intervention and crisis management;
  - 3.5. Outlines emergency procedures to follow in dealing with specific critical incidents;
  - 3.6. Provides support as required;
  - 3.7. Uses, as a guide for action, appropriate consequences that are decided collaboratively.
4. When a crisis, or perceived threat of a crisis, occurs in one of the areas below, the Principal will immediately activate the appropriate response as outlined in the appendix to Administrative Procedure.
5. At the beginning of the school year, Principals shall review procedures with staff members to ensure they remain consistent with the philosophy and intent of safe and caring schools. Provisions will be made to inform new staff members. All Principals shall revisit these procedures two (2) times throughout the school year.
6. The Director or designate shall be notified of all crisis situations impacting, or with the potential of impacting, a school as quickly as possible after other emergency responders have been contacted (ie: RCMP, fire department).
7. Critical incident reports shall be completed and filed with the Director's or designate's office immediately following an incident.
8. The Director or designate may call response team members together to plan a Division response to the crisis situation.

9. The Director or designate will act as the primary spokesperson for the school with respect to the media. In the event of a school emergency situation, the Director, in conjunction with the Principal, will prepare a statement that will be circulated to inform parents and the media.
10. If appropriate, a press conference will be conducted under the direction of the Director, who will designate any other spokespersons.
11. When a crisis situation occurs at the school level, school personnel will be the first responders to the incident and will take charge of managing the situation. The school team is responsible for notifying both the TERT and other emergency service providers when necessary. The initial communication shall be directed to the Director or designate.
12. Upon received notification of a crisis situation, the Director will:
  - 12.1. Obtain all factual information available about the crisis situation;
  - 12.2. Prepare a preliminary statement, including the school response for use with the media, if appropriate; and
  - 12.3. Coordinate with emergency responders, wherever possible.

## **1.2. Administrative Procedure Automated External Defibrillators (AEDs)**

Meadow Montessori School is committed to providing a safe and healthy environment for all employees, students and visitors. It is the policy of the school to support the acquisition of AEDs. Meadow Montessori will purchase and install a minimum of one AED for the school or building to be placed in a strategic location to enable immediate access and response for use in medical emergencies. This will improve the chances of surviving a medical emergency for employees and visitors should they suffer from a sudden cardiac arrest (SCA).

### **Background**

An AED is used to treat victims who experience SCA, a leading cause of death for Canadians. For every minute that passes without CPR and defibrillation, a victim's chance of surviving drops by about 10 percent per minute. Implementation of AED Programs has proven to increase the survival rate in workplaces and communities. An AED is only to be applied to victims who are unconscious, not breathing normally and showing no signs of circulation, such as normal breathing, coughing and movement. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock. Statistics show if an AED is utilized within the first 3 to 5 minutes the survival rate of victims can be dramatically increased.

### **System Owner**

#### **Principal**

- Selection of AED rescue team members
- Coordination of training for responders
- Communicates all issues related to AED program to team members / supervisor

#### **Applicable Documents**

- Provincial health and safety standards & AED guidelines
- Infection control procedures for occupational exposure to blood borne pathogens

#### **Authorized AED Users**

- AED responders who have successfully completed training
- Any trained team member (volunteer responder) who has successfully completed an approved CPR + AED training program within the last three years and has a current successful course completion card.

#### **AED Rescue Team Member Responsibilities**

- Activating the internal emergency response system and providing prompt basic life support including AED and first aid according to training and experience.
- Understanding and complying with the requirements of this policy.
- Following the more detailed procedures and guidelines for emergency response.

## **Volunteer Responder Responsibilities**

- Anyone can, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training and experience. These responders are encouraged to contribute to emergency response only to the extent that they are comfortable. The emergency medical response of these individuals may include CPR, AED or medical first aid.

## **Emergency Responder Responsibilities**

- Receiving emergency medical calls from internal locations and contacting 911 as required.
- Using the established 911 checklist to assess the emergency and determine the appropriate level of response (call office / switch on wall).
- Contacting the main office and/or external community 911 response team (EMS) if required.
- Deploying the internal Emergency Response Team members to the location of the emergency.
- Assigning team members to meet the responding EMS aid vehicle to direct EMS personnel to the site of the medical emergency.

## **Equipment**

The AED and emergency care kit will be brought to all medical emergencies. The AED should be used on any person who displays ALL the symptoms of cardiac arrest. The AED will be placed only after the following symptoms are confirmed:

- Victim is unconscious
- Victim is not breathing
- Victim has no pulse and/or shows no signs of circulation such as normal breathing, coughing or movement.

## **Location of AED**

- Main Foyer of ODC

The AED will have one set of defibrillation electrodes connected to the device, one spare set of adult electrodes and one set of child electrodes with the AED. One resuscitation kit will be connected to the handle of the AED. This kit contains two pair latex-free gloves, one razor, one towel, one set of trauma shears, and one facemask barrier device.

## **Initial Training**

### **AED Emergency Rescue Team Members**

- Must complete training adequate to provide basic first aid, CPR and AED. Training will be provided on-site. Team members will also be trained in universal precautions against blood borne pathogens. Meadow Montessori will maintain training records for the AED Responders.

## **Volunteer Responders**

- These responders will possess various amounts of training in emergency medical response and their training may be supplied by sources outside of the school. Volunteer responders can assist in emergencies, but must only participate to the extent allowed by their training and experience. Volunteer responders may have training adequate to administer first aid, CPR and use the AED deployed throughout the site. Any volunteer wishing to potentially use one of the AED deployed on the site should have successfully completed approved AED course including CPR within the last two years. Lloydminster Public School Division will not maintain training records for the volunteer responders.

## **Medical Response Documentation**

### **Internal Post Event Documentation**

It is important to document each use of the medical emergency response system. The event shall be logged and entered immediately onto the Incident Report Form (Appendix A):

- A member of Emergency Response Team shall complete an analysis of any equipment such as the medical supply kit and/or AED that has been used during the emergency and request new or replacement equipment as necessary.

### **Equipment Maintenance**

All equipment and accessories necessary for support of medical emergency response shall be maintained in a state of readiness. Specific maintenance requirements include:

- Meadow Montessori shall inform Open Door Church of any changes in availability of AED emergency medical response equipment. If the equipment is withdrawn from service, Open Door Church must be informed and notified in order to replace equipment. The Principal will notify the AED Response team of the arrival of the replacement equipment.
- The Principal is responsible for informing response teams of changes to availability of emergency medical equipment.
- The MMS Safety Coordinator will establish a designee to be responsible for the routine inspection of all medical emergency response equipment and be responsible for the required AED equipment maintenance. All maintenance tasks shall be performed according to equipment maintenance procedures as outlined in the operating instructions.
- Following use of emergency response equipment, all equipment shall be cleaned and/or decontaminated as required. If contamination includes body fluids, the equipment shall be disinfected according to procedure.

### **System Verification and Review**

The medical emergency response system is ultimately successful if necessary medical assistance is provided to victims in a timely and safe manner. Since actual use of this system procedure is expected to be very infrequent, other measures of effectiveness are required:

### **Annual System Assessment**

Once each calendar year, the Director or their designate shall conduct and document a system readiness review. This review shall include review of the following elements:



- Training records
- Equipment operation and maintenance records

### **Monthly System Check**

Once each calendar month, the Safety Coordinator or their designate shall conduct and document a system check. These records shall be retained according to the schedule established for the occupational health and safety function. This check shall include review of the following elements:

- Emergency kit supplies (unless sealed)
- AED battery life / electrode pads life– flashing green light
- AED operation and status

### **Post Event Review**

Following each deployment of the AED, or if a volunteer responder uses an AED, a review shall be conducted to learn from the experience. The Director or designate shall conduct and document the post event review. All key participants in the event shall participate in the review. Included in the review shall be the identification of actions that went well and the collection of opportunities for improvement as well as critical incident stress debriefing. A summary of the post event review shall reside with the Principal according to the record retention policy.

### **Automated External Defibrillator (AED) Procedures**

**NOTE:** If AED is not immediately available, perform CPR until AED arrives on the scene. Use of the AED is authorized for emergency response personnel trained in CPR and use of the AED.

### **Emergency Responder Responsibilities**

- Assess Scene for safety
- Determine unresponsiveness
- Activate system - Dial # 911
- Open airway (A)
- Check for breathing (B)
- If no signs of breathing, start CPR and apply AED as soon as it is available
- Press the ON-OFF button or pull on the handle to open the lid; this turns on the AED. Follow voice prompts. Do not touch the victim unless instructed to do so.
- Follow voice prompts to apply electrode pads. Shave chest hair (if it is so excessive it prevents a good seal between electrodes and skin). If the victim's chest is dirty or wet, wipe the chest clean and dry.
- Stand clear of victim while machine evaluates victim's heart rhythm.

### **SHOCK ADVISED**

- Clear area; make sure no one is touching the victim. Push SHOCK button when instructed. Device will evaluate the victim's heart rhythm and shock once. After the shock the device will prompt to the rescuer to start CPR. Perform CPR for two minutes. Device will countdown two minutes of CPR and will automatically re-evaluate victim's heart rhythm when CPR time is over.

## **NO SHOCK ADVISED**

- Device will prompt to start CPR. Perform CPR for two minutes. If signs such as breathing and movement are present, check for normal breathing. If victim is not breathing normally, continue CPR. AED will automatically evaluate victim's heart rhythm after two minutes.
- Continue cycles of heart rhythm evaluations, shocks (if advised) and CPR until professional help arrives. Victim must be transported to hospital. Leave AED attached to victim until EMS arrives and disconnects AED.

## **AFTER USE**

- AED data will be downloaded within 48 hours (weekdays) with copies sent to the Deputy Director or designate from Ajentis Medical upon notice.
- The AED will be wiped clean according to policy.
- Both the electrodes and battery must be replaced after every use.
- Contents of attached resuscitation kit must be replaced if used.

### **1.3. Definitions**

#### *High Risk Behaviors:*

Includes, but is not limited to, possession of weapons, bomb threats, and threats to kill or injure others. Threats may be written, verbal, posted on the internet or made by gesture. They may be direct, indirect, conditional or veiled.

#### *Hold & Secure:*

Protective measures are put in place at the school to safeguard against threats to school occupants from events occurring near the school. During a Hold and Secure all exterior doors are locked while regular activities in the school continue. Access to and exit from the school including student dismissal are controlled.

#### *Immediate Risk Situations:*

Those situations involving high risk that requires immediate police intervention such as when a student is making a threat and is in possession of a weapon

#### *Lockdown:*

Usually used in response to acts or threats of violence to students and /or staff. No one is permitted in or out of any area once the area has been locked. Students and staff must respond very quickly to a Lock-Down command to ensure they get to a safe location before the doors are locked. Parents are not permitted access to the building or to their children until the Lock-Down is over.

#### *Primary Tragic Event:*

The death or serious injury of an MMS staff member or student who is currently enrolled

#### *Secondary Tragic Event:*

The death or serious injury of a person in the immediate family of a student or MMS staff member; or death of a former student

#### *Shelter in Place:*

Students and staff retreat to classrooms or another safe area to seek shelter; includes having any students or staff members who are outdoors come back into the school

#### *Tragic Event:*

Any sudden or unexpected event outside the boundaries of the normal human experience that creates an overwhelming emotional and/or physical response

#### *Worrisome Behaviors:*

Those that cause concern for members of the school system that may indicate that a student is moving toward a greater risk of violent behavior. This may include drawing pictures, writing stories or making vague statements that do not, of themselves, constitute "uttering threats" as defined by law, but are causing concern for some members of the school community because of their violent content

#### **1.4. Visitor Access to Schools**

The Principal of the school is responsible for ensuring the general safety and security of students and that reasonable practices are implemented to support and achieve this.

##### **Procedures**

1. Each school shall designate the main entry for all visitors to access the school.
2. Signage will be posted at all entries to direct all visitors to report to the office upon entering the school. Schools may highlight their focus on maintaining a safe school as part of re-directing traffic from side accesses to the main entry.
3. The front door of the school shall remain open throughout the hours of school operation unless, under emergency conditions, the front doors are required to be locked.
4. Rear and side doors shall remain locked at all times. The only exception shall occur when inclement weather conditions provide a safety risk to students and the doors shall remain unlocked a half hour before the school day begins.
5. During recess and noon hour, the Principal will ensure that supervisors have a key to provide easy access back into the school in the event of an emergency.
6. Where doors may be unlocked and locked without difficulty, Principals may opt for side doors to remain unlocked during recess and noon hour. The Principal or supervisors shall ensure the doors are locked once all students have re-entered the building.
7. Visitors may be logged in at the front office and provided a visitor badge to allow for easy identification within the school.
8. If staff identify an individual(s) without a visitor badge, or individuals not usually a part of the school community, school administration must be contacted immediately with a description and location of the intruder.
9. The Principal shall locate and identify the intruder and take appropriate action to ensure the safety of the students and staff.
10. The Director and/or Principal shall communicate this practice with the parents of the school.

## **1.5. Loss of Utilities**

### **1.5.1. Electricity Failure**

1. The Principal will contact the Facilities Manager.
2. Inform Director or next in command if Director is not available.
3. Determine if the loss of lighting and/or heating represents a safety hazard.
4. If a safety hazard exists, evacuate the building following school evacuation procedures.
5. Remove students and staff to previously designated alternate facility.
6. Where no safety hazard exists, school will continue normal operations
7. Complete **Appendix D-1, School Incident Report Form** only when school has been evacuated or released early.

### **1.5.2. Water System Failure**

1. The Principal will contact the Facilities Manager.
2. Inform the Director or next in command if Director is not available.
3. If the emergency requires an early school closure, follow school procedures.

### **1.5.3. Gas Leak**

1. Notify the school office immediately.
2. Evacuate the school immediately per the school evacuation procedures.
3. Call 9-1-1.
4. Move students and staff to previously designated alternate facility.
5. Inform Director or next in command if Director is not available.
6. Return to the school building only when emergency service responders give clearance. (NOTE: This decision is the joint responsibility of the emergency service responders and the school division maintenance department, in consultation with the Director.)
7. Under direction of the Director, determine the communication needs (ie: media statement, telephone response fact sheet, parent notification, etc.)
8. Plan a follow up as necessary.
9. Complete **Appendix D-1, School Incident Report Form.**

## 1.6. Inclement Weather & Extracurricular Travel

### Background

The school recognizes that parents have the first decision as to whether or not to send their child to an extracurricular activity on days when inclement weather conditions are a factor. On occasion, it may be unwise to operate a school bus due to the risks involved in transporting students as a result of weather/road conditions.

### Procedures

1. On days where the temperature may be -10°C or colder, with or without a wind-chill factor or special warning statements issued by The Weather Network, the designated temperature reader will access [The Weather Network](#) website to determine the current temperature and wind-chill conditions in Maple Ridge, the destination location and other checkpoints in between.
2. The temperature reading will take place no later the two (2) hours prior to the scheduled departure time, and the decision will be made on the temperature and wind-chill at this time.
3. If internet access is not available, the designated temperature reader will call Environment Canada at (780) 875-7709 for the temperature and wind-chill in the region.
4. If the temperature given is -10°C or colder, with or without a wind-chill or a special warning statement issued by Environment Canada, he/she will notify school personnel of the cancellation of transportation and of any alternative measures that must be taken.
5. In the event of potentially dangerous storm conditions developing during the trip, the bus driver, following consultation with the coach or supervisor, may decide to return home or extend the stay.
  - 5.1. In the event that itinerary changes are made due to inclement weather, the **coach or supervisor** will immediately notify their Principal or designate and all parents of the revised itinerary.
    - 5.1.1. The **bus driver** will immediately notify the Principal or designate of the revised itinerary.
  - 5.2. All costs associated with a revised itinerary will be the responsibility of the school and in no way directed back to parents.
6. All students riding on a school bus during the winter months shall be required to be prepared for unexpected severe weather conditions. The student shall carry with them appropriate winter footwear and outerwear including headgear, gloves and mitts. Students inadequately prepared for winter conditions will be subject to refusal of transportation services.
7. Bus drivers are to hold themselves in readiness for services in cases of pending extreme storm conditions.

## **1.7. Offsite Emergency Procedures –Staff Vehicles**

### **Background**

The School recognizes that, despite the best efforts of the drivers engaged by them, accidents can happen.

### **Procedures**

In the event of an accident where students are being transported to or from an MMS event, and are the responsibility of MMS, the following procedures will apply:

1. The **driver** will:
  - 1.1. Immediately call 9-1-1
  - 1.2. Notify the Director or designate with the following information:
    - 1.2.1. Nature of the accident;
    - 1.2.2. Location of the accident;
    - 1.2.3. Identify the school(s) students attend;
    - 1.2.4. Confirm the number of passengers on the vehicle;
    - 1.2.5. Details of injuries, if any
  - 1.3. Work with supervisor(s), if available, to provide a list of students, including any injuries suffered
  - 1.4. Provide follow up information after the accident by:
    - 1.4.1. Providing a statement to the RCMP;
    - 1.4.2. Providing a statement to FISA;
    - 1.4.3. Providing a written statement concerning the details of the accident to the Director.
2. The **Principal** or designate will:
  - 2.1. Obtain accurate and verifiable information about the accident;
  - 2.2. Confirm that the appropriate authorities (ie: RCMP, ambulance, fire) have been notified;
  - 2.3. Notify the office or designate(s);
  - 2.4. Notify the Director or designate;
  - 2.5. Arrange for alternate transportation, if necessary;
  - 2.6. Attend the accident site, if possible;
  - 2.7. Follow up with the Director or designate and Principal(s) or designate(s) as events unfold;
  - 2.8. Follow up with the bus driver to ensure his/her welfare.
3. The **Director** or designate will:
  - 3.1. Notify the Leadership Team that an accident has occurred;
  - 3.2. Arrange support to be provided, as required;
  - 3.3. Follow up with the Principal(s) or designate(s);
  - 3.4. Organize a follow up meeting with all necessary parties.

4. The **Principal(s)** or designate(s) will:
  - 4.1. Ensure that all parents of students involved in the accident are notified of the accident details and support plans;
  - 4.2. Arrange for the reuniting of students and parents.
5. The **Supervisor(s)** will:
  - 5.1. Focus attention on the well-being of the passengers involved;
  - 5.2. Assume responsibilities, as outlined in Step 1 above, of the bus driver in the event he/she is unable to do so;
  - 5.3. Discourage communication outside of the defined procedures.



## **SECTION 2 – EVACUATIONS**

### ***2.1. Emergency Entry of the School Building***

#### **Background**

Emergency entry of the school building may occur in the event of severe weather warnings, or other detected reasons for emergency entry of the school.

#### **Procedures**

1. The signal for emergency entry of the school building is the **blasting of 3 three-second airhorns**. This may be supplemented by a message on the public announce system.
2. Students shall move quickly to the designated entry doors and walk in an orderly manner to their classrooms.
3. Staff on yard supervision will ascertain that all students are in the school building before entering and will then go to their classrooms.
4. Staff not on supervision will go immediately to classrooms when the emergency signal is sounded.
5. Staff not responsible for a classroom will assume watch positions in hallways for students arriving after the emergency entry.
6. Announcements regarding emergency conditions shall be made to the students and staff as soon as possible after emergency entry.
7. All schools shall practice emergency entry of the school building **three (3) times per year** in isolation. This can be done either before or after school.

## **2.2. School Evacuation**

### **Procedures**

1. If an immediate emergency, engage the fire alarm and follow the fire evacuation procedures.
2. Commence evacuation procedures.
3. Inform Director or next in command if Director is not available.
4. Ensure that traffic control and security functions are carried out by the designated staff member and that additional support is available as required.
5. Teachers with a classroom next to a washroom, or another unsupervised area, will check this to pick up any unsupervised students.
6. Close all files and secure school records. Ensure that attendance records (ie: daily attendance sheet) and any other essential records are collected and taken to the assembly area.
7. Close all windows and doors and turn off lights in each room as leaving. Designate a student to lead the class. Teachers leave last, checking for stray students.
8. Close all school doors.
9. The Principal, or caretaker if designated, will ensure that the schools' furnace and gas is shut down.
10. Establish an Emergency Administration Center and initiate Emergency Communication Procedures. Use pre-determined alternate facility, if required.
- 11. Teachers will create a list of missing students and provide that list to the Principal. Notify emergency services of any absent students.**
12. The school Principal will notify the Director when all students and staff have left the school premises.
13. The Principal or designate will verify the evacuation of all staff and complete a staff count sheet.
14. The names of all students or staff evacuated to hospital are to be recorded, along with the hospital name and means of transportation.
15. Determine whether crisis counseling services are required and to what extent.
16. Determine communication needs (ie: media statement, telephone response fact sheet, parent notification, etc.)
17. School administration shall consult with the school counselor(s) from their building following an incident that may affect the mental health of students and staff in order to plan any necessary follow up.
- 18. Complete Appendix D-1, School Incident Report Form.**

### **2.3. Fire Evacuation**

#### **Procedures**

1. Engage the fire alarm and inform school office of location and extent of fire.
2. All students must **walk** as quickly as possible, without running or crowding, into the hall and out the designated exit. Keep all students as far away as possible from the fire's location.
3. Call 9-1-1 and inform them of the nature, extent and location of the fire and direct them to the appropriate entrance.
4. Refer to 2.2, **School Evacuation**.
5. Teachers will appoint a class monitor to lead students out of the building. Teachers will exit last, checking to make certain no students remain, all lights are off and doors are closed.
6. Staff should be familiar with the location and operation of evacuation routes and fire extinguishers, including fire hoses, in the building. They may be used at staff discretion.
7. Assemble students and staff in pre-determined locations well away from the fire (ie: at least **20 meters** from the building), leaving fire routes clear. Use pre-determined alternate facility, if required.
8. The teacher will take bug-out boards & evacuation folders with them and will take attendance once they are at a safe distance from the school. Ensuring that at least one teacher is with students at all times, a teacher will designate someone to notify the office of any missing students.
9. Re-enter the building only after fire services have declared it safe.
10. Convene initial response team and plan for follow up.
11. Follow up procedures should be implemented.
12. The school shall practice fire evacuation drills a minimum of **six (6) times per year**.

## **2.4. Bomb Threat**

### **Procedures**

- 1.** Upon receipt of a bomb threat, the person should make every attempt to record details of the telephone call by using **Appendix D-4, Threat Call Checklist**.
  - 1.1. Prolong the conversation as long as possible;
  - 1.2. Identify any background sounds;
  - 1.3. Note distinguishing voice characteristics;
  - 1.4. Interrogate the caller as to the description of bomb, where it is, and when it is due to explode;
  - 1.5. Determine the callers knowledge of the facility;
  - 1.6.** At the earliest opportunity, seek to trace the phone number using the \*69 option. **(NOTE: Do not let anyone else use the phone before you initiate the trace!)**
2. The person receiving the call will immediately alert the police at 9-1-1 by using a different phone line. Inform the Director or next in command if Director is not available of the bomb threat, whether it is deemed real or not.
3. As soon as possible, the Principal will inform the staff that they should prepare to evacuate the school building when the signal is given.
4. The Principal will evacuate the school building immediately by sounding the fire alarm, ensuring that alternate evacuation routes are used to avoid the bomb area, if known.
5. Access alternate school location.
6. The Principal will confirm notification of the police and inform the school counselor(s) regarding the circumstances.
7. The Principal will ensure copies of school floor plans are available to police and cooperate in search procedures.
8. Under the direction of the Director, the Principal will prepare a fact sheet for the media, parents and telephone inquiries. Any further media statements will be conducted by the Director.
9. School administration shall consult with the mental health professionals following an incident that may affect the mental health of students and staff in order to plan any follow up as necessary.
- 10.** Complete **Appendix D-1, School Incident Report Form**.

## **SECTION 3 – LOCKDOWNS**

### ***3.1. School Lockdown Procedures***

#### **Background**

There is a high probability of a fear or traumatic reaction among students in response to the potential circumstances surrounding these procedures. Therefore, it is advisable that students, staff and parents be briefed about the nature of the procedures. All adults working in the school building must be familiar with and trained in these procedures. The success of the threat assessment and lock down procedures is contingent upon staff providing clear direction to students under stressful conditions. The effectiveness of the lock down procedures depends primarily on the ability of the staff to act upon the plan.

#### **Procedures**

1. The Principal and staff will conduct a threat assessment of incident and, if deemed necessary, call a lock down.
2. The lock down will conclude when classroom doors are unlocked by either the RCMP or Principal.
3. Once a lock down has concluded, the Principal and staff will debrief and review procedure.
4. Schools shall conduct a rehearsal of their lock down procedures a minimum of **two times per school year**. Rehearsals shall be conducted with students and staff. Schools are to ensure that there is formal communication with parents before and after each rehearsal to alleviate student fear or traumatic response.

### **3.2. School Lockdown Protocol**

#### **Procedures**

1. The Principal or designate will announce “Lockdown lockdown, we are in a lockdown!” and blast the air horn three 3-second blasts.
2. All teachers will gather their students into a locked classroom.
3. Teachers shall check the hall for students in any open area that cannot be made secure (ie: gymnasium, cafeteria). If any students are in these areas, the teacher will immediately direct them into a classroom.
4. Once inside a locked classroom, the teacher shall:
  - 4.1. Close all windows and blinds;
  - 4.2. Turn out the lights;
  - 4.3. Instruct students not to talk or use their cell phones;
  - 4.4. Instruct students to move to the designated safety area within the classroom while staying low and quiet;
  - 4.5. Instruct students to stay away from windows, doors and outside walls;
  - 4.6. Write down the names of everyone in the classroom; and
  - 4.7. Follow directions from the RCMP.
5. No one is to be admitted into, or released from, the classroom until the RCMP or Principal identify themselves and unlock the door.
6. The lockdown is in effect until the classroom doors are unlocked by either an RCMP officer or the Principal.

### **3.3. Assault on School Premises**

#### **Procedures**

1. Staff should take reasonable measures to stop the incident.
2. Inform the school Principal.
3. Provide First Aid, as required or call 9-1-1. (NOTE: School procedures regarding bodily fluids. A staff member should accompany the victim to the hospital.)
4. Protect the crime scene. Note the circumstances and the individuals present. Identify assailants, victims and witnesses. Isolate the assailant. In serious incidents, separate the witnesses until the police arrive.
5. Inform the Director in cases where serious personal injury has occurred or where a school employee has been assaulted.
6. Inform parents of students involved as either the perpetrator or victim.
7. If instructed by the Director, develop a fact sheet for the media and to respond to telephone inquiries.
8. Meet with staff to provide factual information and plan a follow up.
9. When the perpetrator is a student, contact the VTRA team and prepare to complete a threat assessment.
10. Provide counseling as required.
- 11. Complete **Appendix D-1, School Incident Report Form.****

### **3.4. Intruders at School**

#### **Procedures**

1. If a person on school property is suspected of posing a threat, notify the school office immediately. Staff should attempt to voluntarily escort the person to the office.
2. The Principal or designate shall determine whether the person is a legitimate visitor or poses a threat to school safety.
3. If the intruder is determined to be a threat, alert students and staff to the intruder's location by asking them to remain out of the specific area.
4. Call 9-1-1.
5. Immediately initiate section 3.1, **School Lockdown Procedures**, to deny access to the intruder. Ask the intruder to leave the school premises and warn him/her that the police are en route.
6. In the intruder refuses to leave, instruct teachers in contact with the intruder to take all steps to ensure their own safety and that of the students. **Do not engage in violent confrontation.**
7. If appropriate, maintain direct observation of the intruder to monitor developments until the arrival of the police.
8. Request that police arrest the intruder if he/she refuses to leave or if he/she has made direct threats to any student or staff member.
9. When the incident has been resolved, inform all students and staff.
10. Inform the Director or next in command if the Director is not available.
11. Under the direction of the Director, prepare a fact sheet to respond to telephone inquiries.
12. Complete **Appendix D-1, School Incident Report Form.**



### 3.5. *Armed Intruder*

#### **Background**

An intruder with a weapon, whether using it or not, is treated as a clear threat to school safety. It is a hostage situation. School personnel should focus on the safety of students and staff and leave negotiations to trained responders.

#### **Procedures**

1. Anyone who detects another person with a weapon should immediately inform the school office.
2. Follow the **School Lockdown Procedures** in section 3.1. Ensure that any potential targets are removed from the area, if possible.
3. Call 9-1-1.
4. When possible, inform classroom teachers individually via telephone, email or public announce system, as indicated in the school emergency plan, of the location of the armed intruder. If the location is outside, advise over the intercom to keep students away from windows. Hold bells and class changes until the situation is clear.
5. Inform the Director or next in command if the Director is not available.
6. Gather as much information as is reasonably possible prior to the police arriving (ie: number of people involved, location (have floor plans available), number and types of weapons, names and number of victims, statements made).
7. Do **NOT**:
  - 7.1. Evacuate the school until instructed to do so by the police;
  - 7.2. Attempt to remove the weapon(s) from the intruder;
  - 7.3. Attempt to negotiate with the intruder;
  - 7.4. Remove lockdown until given clearance by the police.
8. In some case, where significant delays may take place prior to police arrival, the school may need to involve a staff member, possibly the counselor who has a rapport with the intruder, to talk to him/her. In this case, the staff member should only attempt to gain information that would assist the school in removing or minimizing possible targets.
9. Protect the crime scene. Note the circumstances and the individuals present. Identify assailants, victims and witnesses. In serious incidents, separate any witnesses until the police arrive.
10. Under the direction of the Director, develop a fact sheet to respond to telephone inquiries and to assist in informing parents of the location and time of the students' release.
11. Use previously established location for family members to wait and be kept informed. This is the location to which students will be released.
12. Release students only after police approval.
  - 12.1. Teachers must remain with students until they are released;
  - 12.2. Use attendance file when releasing students to verify information;
  - 12.3. Use pre-arranged evacuation site, if necessary, to release students to their parents.
13. Complete **Appendix D-1, School Incident Report Form**.

### **3.6. Hostage Taking**

#### **Procedures**

1. Alert the school office immediately.
2. Call 9-1-1.
3. Inform the Director or next in command if the Director is not available.
4. Do **NOT** attempt to rescue hostages or threaten the perpetrator.
5. Gather as much information as is reasonably possible (ie: information on perpetrator, weapons, explosives, etc.)
6. Assess immediate danger to hostage and potential threat to others.
7. Follow procedures for **Armed Intruder** (section 3.5) or **School Lockdown** (section 3.1) as required.
- 8. Complete *Appendix D-1, School Incident Report Form.***

## **SECTION 4 – HOLD & SECURE**

### **4.1. Abduction**

#### **Procedures**

1. If the abduction is witnessed:
  - 1.1. Call 9-1-1.
  - 1.2. Inform the parents.
2. If the abduction is not witnessed:
  - 2.1. Verify that the student is missing. Search the building. Question students' friends to obtain any information.
  - 2.2. Call 9-1-1.
  - 2.3. Inform the parents.
3. Inform the Director or next in command if the Director is not available.
4. Meet with staff, as well as the school counselor(s) if possible, and advise teachers about sharing information with students.
5. With the police and under the direction of the Director, prepare a fact sheet for the media and to respond to telephone inquiries.
6. Based on the circumstances, determine the need for more active intervention (ie: visit classrooms, identify students at risk, provide counseling as required).
7. Send a letter home to all parents, outlining facts as known and alerting them to any possible concerns, as well as school and police initiatives.
8. Prepare classmates to be supportive when the student returns and provide counseling as needed.
9. Complete **Appendix D-1, School Incident Report Form.**

## **4.2. Severe Injury or Medical Emergency at School**

### **Procedures**

1. Alert designated staff member(s) possessing First aid training.
2. Assess the situation and extent of injuries.
3. Apply First Aid.
4. Call 9-1-1.
5. Call appropriate next of kin or emergency contact of injured student, staff member, parent or visitor and inform them of the nature and extent of injuries and the location of the student. If a student is injured and has siblings in another school(s) within LPSD, ensure they are notified as soon as possible about the injury, along with the Principal of the school(s).
6. Where injuries are judged to be less severe, the student, staff member, parent or visitor may be transported to a medical facility.
7. If students, staff members, parents or visitors are transported to hospital, assign a staff member to accompany or follow the ambulance.
8. Removed uninjured students, staff members, parents and visitors from the accident site.
9. Inform the Director or next in command if the Director is not available.
10. Inform all students and staff of the accident.
11. Identify distressed students and staff (ie: witnesses, close friends, siblings, etc.) and provide counseling as required.
12. Under the direction of the Director, prepare a fact sheet to respond to telephone inquiries.
13. When it is deemed appropriate, the Principal or designate shall visit the injured student, staff member, parent or visitor at the hospital.
- 14. Complete Appendix D-1, School Incident Report Form.**

### **4.3. Death at School**

#### **Procedures**

1. Call 9-1-1.
2. Clear non-essential students and staff from the area and secure the area.
3. If required, follow Division procedures regarding bodily fluids.
4. Notify the parent/guardian or spouse of the deceased that there has been an emergency and direct them to the receiving hospital.
5. Ensure that someone from the school meets the parents or spouse at the hospital.
6. Hold bell and class changes until the situation is stable.
7. Contact the school counselor(s) and convene TERT.
8. Inform the Director or next in command if the Director is not available.
9. Alert counselor(s) at sibling's school(s) and await instructions from the family.
10. Inform students and staff through a written memo to be read by class teachers or have counselors visit classrooms.
11. Under the direction of the Director, prepare a fact sheet to provide information to the media and respond to telephone inquiries.
12. Provide counseling to staff and parents as required.
13. Identify individuals who are at risk and provide follow up.
14. Inform all parents about the death and how the school is responding to it. Alert parents to potential reactions from their child and indicate the assistance available
15. Hold a staff meeting as soon as possible to process feelings and plan for anticipated student reaction.
16. Relay additional information to students and staff as it becomes available.
17. Plan for the funeral (ie: student attendance, staff coverage, etc.).
18. Debrief TERT.
- 19. Complete Appendix D-1, School Incident Report Form.**

## **SECTION 5 – SHELTER IN PLACE**

### ***5.1. Violent Winds & Earthquakes***

#### **Background**

Severe winds occur in conjunction with severe thunderstorms and are often accompanied by lightning, heavy rain and/or hail.

#### **Procedures**

1. In the event of a severe storm watch, collect all students and staff inside the building. Be prepared to evacuate quickly and be alert. If an immediate emergency, engage the fire alarm and follow **Fire Evacuation** procedures per section 2.3.
2. The Principal will notify all staff and school volunteers of a storm watch.
3. Inform the Director or next in command if the Director is not available.
4. In the event of a tornado:
  - 4.1. Use the airhorns to alert the entire school;
  - 4.2. If the system fails, designate employees to alert all teachers;
  - 4.3. Direct students to designated safe areas within the school (ie: basement, interior hallways, rooms without exterior walls). If for a short time, use a classroom area that is away from doors and windows and get under heavy furniture. (NOTE: Avoid windows, auditoriums, gyms or any rooms with a wide free span roof).
  - 4.4. Students and staff should assume a kneeling position and cover their neck and head with hands or coats to protect themselves. Face away from the area of greatest danger of flying glass or falling objects
  - 4.5. Teachers will determine absent students and report their names to the school office.
5. Students and staff will return to class only after the Principal gives clearance.
6. Complete **Appendix D-1, School Incident Report Form.**

## **5.2. Environmental Hazard – Toxic Spill**

### **Procedures**

1. Verify information.
2. Determine if evacuation is required. If not, remove students and staff from immediate area.
3. Call 9-1-1.
4. Contact the Facilities Manager and he/she will begin the process of shutting down ventilation systems within the building or instruct a designate to do so.
5. Provide First Aid where necessary.
6. Inform the Director or next in command if the Director is not available.
7. The administration will work with and support disaster services personnel to:
  - 7.1. Make a decision regarding school evacuation; and
  - 7.2. Inform staff of the situation and procedures to follow.
8. If students or staff are taken to the hospital:
  - 8.1. Note the names of all students and/or staff transported;
  - 8.2. Ensure a staff member is at the hospital;
  - 8.3. Notify parents/guardians or spouse about the incident and any hospitalized.
9. Under the direction of the Director, prepare a media statement and fact sheet to respond to telephone inquiries.
10. If the school has been evacuated, ask for the media's help in notifying parents as to when and where students will be released.
11. Prepare an information letter for all parents that contains the following:
  - 11.1. Facts surrounding the incident;
  - 11.2. The school's response to the situation;
  - 11.3. Steps being taken to avoid this happening again.
- 12. Complete **Appendix D-1, School Incident Report Form.****

## **SECTION 6 – STUDENT THREATENING BEHAVIORS**

### **6.1. General**

#### **1. Reporting**

- 1.1. Any person in a school having knowledge of high risk student behavior or having reasonable grounds to believe there is a potential for high risk behavior shall immediately report the information to the school Principal or designate.
- 1.2. No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds.
- 1.3. In cases where a report is made maliciously, the person shall be dealt with according to school division policy and the law, where applicable.

#### **2. Fair Notice**

- 2.1. Prior to any threat assessment protocol being implemented, all students, staff and parents shall be provided with information about the protocol and procedures so that “fair notice” is given that threatening behavior will not be tolerated.
- 2.2. The Principal shall take the lead to ensure that students, staff and parents are aware of the protocol and that a consistent message is given regarding the use of the protocol.

#### **3. Duty to Respond**

- 3.1. Schools shall respond to all high risk/threat-related behaviors; all high-risk behaviors shall be taken seriously and assessed accordingly.

#### **4. Immediate Risk Procedures**

- 4.1. These are those matters for immediate police intervention.
- 4.2. The school Principal or designate shall contact the police immediately and take steps to ensure the safety of all those in the school by activating established procedures such as **School Evacuation** or **School Lockdown**.
- 4.3. The school Principal shall notify the Director or next in command if the Director is not available.

#### **5. High Risk Behaviors**

- 5.1. Upon receiving a report of high-risk behavior, the Principal or designate shall initiate the protocol for the response of the school counselor in order to assess the high-risk behavior.
- 5.2. In cases where it is believed a Criminal Code violation has occurred, the police officer assigned to the Violent Threat Assessment Team (ie: administration, School Safety Officer, RCMP, and other personnel) has the “first call” as to whether or not charges will be laid.
- 5.3. Regardless of whether or not charges are laid, the school counselor shall continue to conduct a risk assessment and determine follow up recommendations.
- 5.4. The school Principal shall notify the parent(s) of the student making the threat at the earliest opportunity, as well as the parent of those students against whom the threat was made. Parents become an integral part of the initial risk assessment process.



- 5.5. When information suggests that a student who has displayed high risk behavior poses a threat, other members of the school community may become involved in the comprehensive assessment phase.
- 5.6. In order to protect others and/or the threat maker, students may be suspended from school by the Principal during the assessment period. Efforts will be made to keep the student connected to healthy supports.
- 5.7. The school team shall guide the process from initial assessment, to planning interventions to decrease risk, to plans for re-entry to school where a suspension has occurred.
- 5.8. If circumstances warrant and following the completion of necessary assessments, the school counselor may work with the student and their parent(s) to develop a re-entry plan for school that becomes a signed contract by all participants.

## **6. Duty to Victims and Others**

- 6.1. The Principal shall ensure that appropriate support is provided to those against whom threats have been made.
- 6.2. The Principal shall notify all school staff and parents, if necessary, within a reasonable time period, when the protocol has been activated as a result of high risk behavior.

## **7. Students Requiring Special Consideration**

- 7.1. When dealing with students under twelve years of age, students with special needs or other exceptional students, accountability/maturation issues and cognitive abilities shall be taken into consideration.
- 7.2. Since these students can still pose a risk, the Principal shall consult with the school counselor.
- 7.3. The school Principal shall work with RCMP to determine the appropriate course of action.

## **8. Worrisome Behaviors**

- 8.1. The school shall communicate all worrisome behaviors to the Principal for consultation.
- 8.2. The school Principal shall consult with appropriate staff (ie: school counselor) as to whether or not a threat assessment needs to be conducted.
- 8.3. The police may be consulted, but it is generally not done as a formal complaint.

## **9. Threat Assessment Incident Report**

- 9.1. The administrator shall consult *Administrative Procedure, Harassment and Sexual Harassment (Students)* for more information.
- 9.2. The Principal shall be responsible for ensuring that a Threat Assessment Incident Report (see Appendix D-3) is completed and filed separate from the student's cumulative file.

## **SECTION 7 – TERT**

### ***7.1. Tragic Event Response Team (TERT)***

#### **Background**

The MMS TERT has developed a response protocol for a primary tragic event and a secondary tragic event. The Director, designate or in-school administration may contact mental health professionals and TERT leaders in the case of a tragic event to assess the impact and determine what response will be needed.

For further information about these protocols and other TERT information, consult the TERT binder located in each school (with administration, school counselors and TERT members) or through the appropriate school conference on Zoom.

### ***7.2. Activating the TERT***

1. If a primary tragic event occurs, the school administrator will contact the school counselor and TERT leaders to assess the impact and determine what response will be needed. School emergency phone tree and TERT phone tree are activated.
2. If a secondary tragic event occurs, the Principal and school counselor will be notified.
3. In the event of other critical incidents, the Principal and school counselor will assess the impact following the event and determine what response will be needed.
4. The TERT is intended to support students and staff in school during the school year. In the event of a primary tragic event during the summer or school holidays, the school administrator may be notified. The TERT would only be activated by the Principal to deal with follow up in the school once it has re-opened.

**APPENDIX D-1 School Incident Report Form for Insurance Purposes**

**1**  
**G**  
**E**  
**N**  
**E**  
**R**  
**A**  
**L**

Name of School Division: \_\_\_\_\_

Name and Address of School: \_\_\_\_\_

Date of Incident M/D/Y: \_\_\_\_\_ Time \_\_\_\_\_ : \_\_\_\_\_ a.m. / p.m. Telephone # ( ) - \_\_\_\_\_

Description of How Incident Occurred: \_\_\_\_\_

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<p><b>Witnesses:</b></p> <p>(1) Name: _____</p> <p>Teacher/Instructor/Other: _____</p> <p>Witness Activity at Time: _____</p> <p>(2) Name: _____</p> <p>Teacher/Instructor/Other: _____</p> <p>Witness Activity at Time: _____</p>	<p><b>Location of Incident:</b></p> <p>L01 <input type="checkbox"/> Basement</p> <p>L02 <input type="checkbox"/> Cafeteria/Lunchroom</p> <p>L03 <input type="checkbox"/> Classroom</p> <p>L04 <input type="checkbox"/> Shops/Lab/Kitchen</p> <p>L05 <input type="checkbox"/> Doors/Entrance Areas</p> <p>L06 <input type="checkbox"/> Dormitories</p> <p>L07 <input type="checkbox"/> Gymnasium/Auditorium</p> <p>L08 <input type="checkbox"/> Hallways/Lockers</p> <p>L09 <input type="checkbox"/> Library/Office/Lounge/ Study Room</p> <p>L10 <input type="checkbox"/> Park/Grounds</p> <p>L11 <input type="checkbox"/> Parking Lot</p>	<p>L12 <input type="checkbox"/> Playing Fields</p> <p>L13 <input type="checkbox"/> Playground Equipment</p> <p>L14 <input type="checkbox"/> Pool</p> <p>L15 <input type="checkbox"/> Rink</p> <p>L16 <input type="checkbox"/> Sidewalks/Roads Off Facility Property</p> <p>L17 <input type="checkbox"/> Stairs with Building</p> <p>L18 <input type="checkbox"/> Stairs/Sidewalks within Grounds</p> <p>L19 <input type="checkbox"/> Washrooms/Changing Rooms/Showers</p> <p>L20 <input type="checkbox"/> Other – (please explain)</p>
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**2**

For Bodily Injury / Other Party Damage

Name of Person Involved: \_\_\_\_\_ Age: \_\_\_\_\_ M/F: \_\_\_\_\_

Address: \_\_\_\_\_ Postal Code: \_\_\_\_\_ Grade/Year/Night School: \_\_\_\_\_  
(Schools Only)

Student/Visitor/Other: (explain) \_\_\_\_\_ Division/Program: \_\_\_\_\_

Parent/Guardian/Emergency Contact: \_\_\_\_\_ Notified?  Yes  No How? \_\_\_\_\_

Telephone #: ( ) - \_\_\_\_\_

Parent/Guardian/Emergency Contact Instructions: \_\_\_\_\_

Emergency Treatment:  Yes  No What? \_\_\_\_\_ By Whom? \_\_\_\_\_

Advised to Seek Medical Treatment:  Yes  No Where? \_\_\_\_\_ Hospitalized Overnight?  Yes  No

How Transported? \_\_\_\_\_

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<p><b>Nature of Injury/Damage:</b></p> <p>N01 <input type="checkbox"/> Bruise/Abrasion/Swelling</p> <p>N02 <input type="checkbox"/> Burn</p> <p>N03 <input type="checkbox"/> Concussion (suspected)</p> <p>N04 <input type="checkbox"/> Crushed</p> <p>N05 <input type="checkbox"/> Dental Damage</p> <p>N06 <input type="checkbox"/> Dislocation</p> <p>N07 <input type="checkbox"/> Fatality/Death</p> <p>N08 <input type="checkbox"/> Fracture</p> <p>N09 <input type="checkbox"/> Imbedded Object</p> <p>N10 <input type="checkbox"/> No Information</p> <p>N11 <input type="checkbox"/> Nosebleed</p> <p>N12 <input type="checkbox"/> Open Wound / Laceration</p> <p>N13 <input type="checkbox"/> Sprain/Strain (suspected)</p> <p>N14 <input type="checkbox"/> Winded</p> <p>N15 <input type="checkbox"/> Property DMB / Other Party</p> <p>N16 <input type="checkbox"/> Bites/Stings</p> <p>N17 <input type="checkbox"/> Other – (please explain)</p>	<p><b>Body Area:</b></p> <p>B01 <input type="checkbox"/> Arms/Shoulder/Elbow</p> <p>B02 <input type="checkbox"/> Chest/Abdomen/Pelvis</p> <p>B03 <input type="checkbox"/> Eyes</p> <p>B04 <input type="checkbox"/> Face</p> <p>B05 <input type="checkbox"/> Feet/Toes</p> <p>B06 <input type="checkbox"/> Fingers/Hands/Wrists</p> <p>B07 <input type="checkbox"/> Head/Forehead</p> <p>B08 <input type="checkbox"/> Legs/Knees/Ankles</p> <p>B09 <input type="checkbox"/> Multiple Areas</p> <p>B10 <input type="checkbox"/> Neck</p> <p>B11 <input type="checkbox"/> No Information</p> <p>B12 <input type="checkbox"/> Spine/Back</p> <p>B13 <input type="checkbox"/> Teeth/Mouth</p> <p>B14 <input type="checkbox"/> Other – (please explain)</p>
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<p><b>Cause of Injury or Damage:</b></p> <p>C01 <input type="checkbox"/> Assault-No Weapon</p> <p>C02 <input type="checkbox"/> Assault with Weapon</p> <p>C03 <input type="checkbox"/> Choking/Suffocation</p> <p>C04 <input type="checkbox"/> Drowning</p> <p>C05 <input type="checkbox"/> Exposure to Flame/ Electricity/Hot or Caustic Substance</p> <p>C06 <input type="checkbox"/> Fall at Same Height</p> <p>C07 <input type="checkbox"/> Fall from Different Height</p> <p>C08 <input type="checkbox"/> Fatigue/Over Exertion</p> <p>C09 <input type="checkbox"/> Foreign Body</p> <p>C10 <input type="checkbox"/> Horseplay</p> <p>C11 <input type="checkbox"/> Maintenance Activity</p> <p>C12 <input type="checkbox"/> Motor Vehicle Accident</p> <p>C13 <input type="checkbox"/> Poison/Allergic Reaction</p> <p>C14 <input type="checkbox"/> School Bus Accident</p> <p>C15 <input type="checkbox"/> Sports Injury</p> <p>C16 <input type="checkbox"/> Struck Against Person</p> <p>C17 <input type="checkbox"/> Struck/Crushed By/ Against Object</p> <p>C18 <input type="checkbox"/> Other – (please explain)</p>	<p><b>Activity at Time of Incident:</b></p> <p>A01 <input type="checkbox"/> Academic Classroom</p> <p>A02 <input type="checkbox"/> Between Classes</p> <p>A03 <input type="checkbox"/> Extra-Curricular (i.e. Club)</p> <p>A04 <input type="checkbox"/> Out-Of-Class Field Trip</p> <p>A05 <input type="checkbox"/> Recess/Pre-Or Post Class/Noon Hour</p> <p>A06 <input type="checkbox"/> Sports Event</p> <p>A07 <input type="checkbox"/> Sported Related Class</p> <p>A08 <input type="checkbox"/> Travel to or from Facility</p> <p>A09 <input type="checkbox"/> Unorganized Sports</p> <p>A10 <input type="checkbox"/> Work Placement</p> <p>A11 <input type="checkbox"/> Maintenance Activity</p> <p>A12 <input type="checkbox"/> Other – (please explain)</p>
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**COMPLETE THE APPROPRIATE SECTION**

For Loss or Damage to Facility and/or

**SECTION B**

Property Involved (describe property involved and extent of loss and/or damage): \_\_\_\_\_

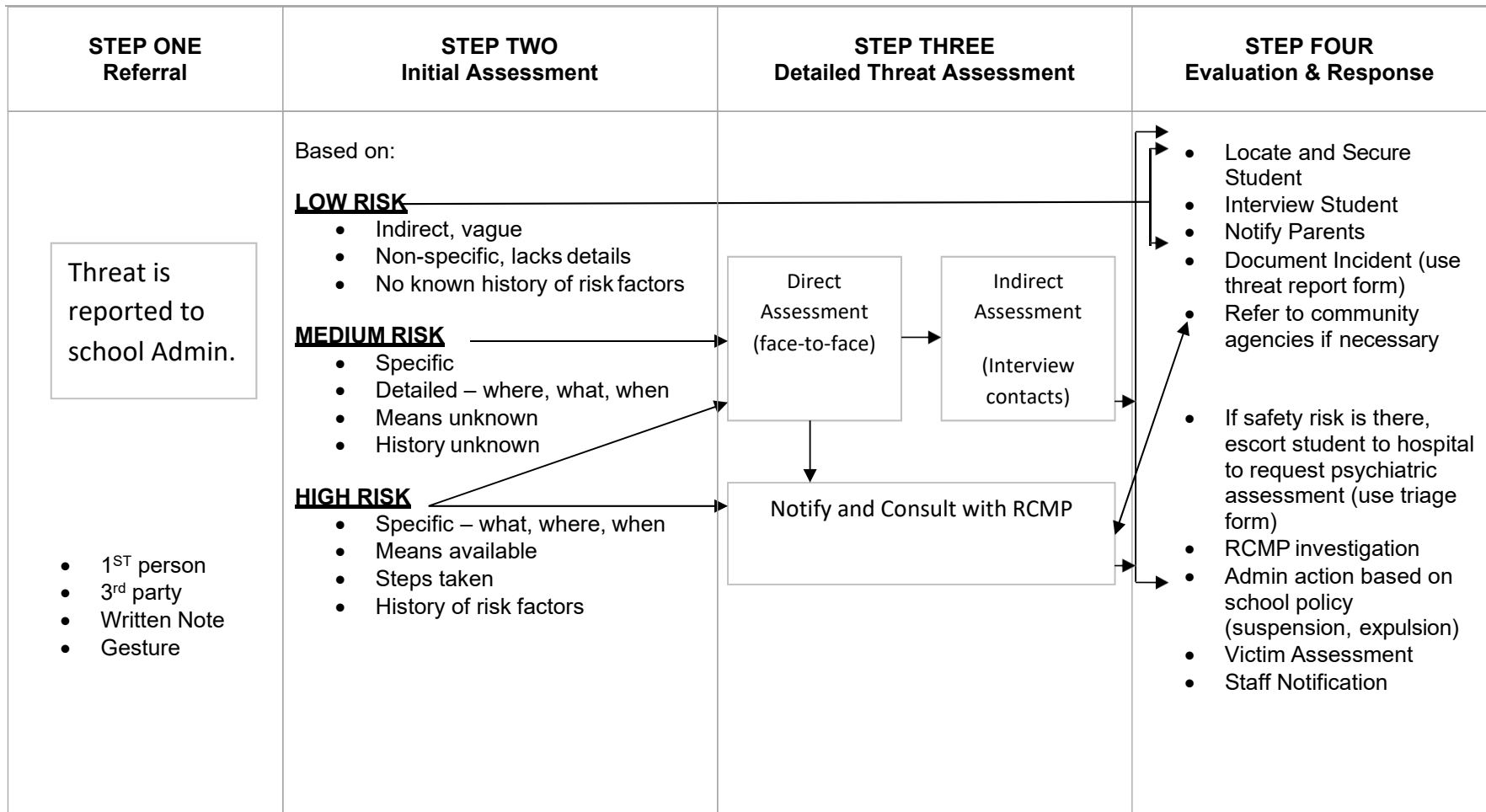
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<p>Fire Department Attended? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Report Number: _____</p> <p>Were Police Notified? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Branch/Detachment: _____</p> <p>Case Number: _____</p> <p>Date (M/D/Y): _____</p> <p>Time: _____ : _____ a.m. / p.m.</p> <p>Were There Visible Signs of Forced Entry? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>What? (explain) _____</p>	<p><b>Cause of Loss/Damage:</b></p> <p>C01 <input type="checkbox"/> Burglary/Forcible Entry</p> <p>C02 <input type="checkbox"/> Collapse</p> <p>C03 <input type="checkbox"/> Dishonesty/Infidelity</p> <p>C04 <input type="checkbox"/> Explosion</p> <p>C05 <input type="checkbox"/> Falling Object</p> <p>C06 <input type="checkbox"/> Fire/Lightning</p> <p>C07 <input type="checkbox"/> Glass Breakage</p> <p>C08 <input type="checkbox"/> Impact By Vehicle/Aircraft</p> <p>C09 <input type="checkbox"/> Riot</p> <p>C10 <input type="checkbox"/> Robbery</p> <p>C11 <input type="checkbox"/> Smoke</p> <p>C12 <input type="checkbox"/> Theft</p> <p>C13 <input type="checkbox"/> Transportation</p> <p>C14 <input type="checkbox"/> Vandalism/ Malicious Acts</p> <p>C15 <input type="checkbox"/> Water Escape/ Rupture/Freezing</p> <p>C16 <input type="checkbox"/> Windstorm/Hail</p> <p>C17 <input type="checkbox"/> Other – (please explain)</p>
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**3**

Appendix D-2

## THREAT ASSESSMENT CHART



## THREAT ASSESSMENT INCIDENT REPORT

*This form may be used by you or other school staff to record the facts regarding a conflict or situation involving intimidation, harassment and/or bullying. Documenting the information will help ensure accurate reporting and determine the appropriate actions to be taken. This form will be given to the Administration.*

Staff Name: \_\_\_\_\_ Date of call or notification: \_\_\_\_\_

Time: \_\_\_\_\_ Person Reporting Incident: \_\_\_\_\_

Other Person/People Involved: \_\_\_\_\_

1. What happened?

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2. What else led up to the incident?

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3. Did other students witness the incident?  Yes  No  
If yes, who? (Name, Grade)

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**APPENDIX D-4**

**THREAT CALL CHECKLIST**

Call Received by:

Date:

Time:

NOTE: It is important to try to extend/continue conversation with the caller to assist with tracing the call.

A. Ask the questions:

What is the threat?

If the threat is a bomb threat, where is the bomb?

When will it go off?

Why are you doing this?

Evaluate the voice of the caller (check the appropriate spaces):

- Male
- Female
- Child
- Adult
- Approximate Age
- Speech Impediment
- Other special characteristics  
Describe:

Listen for background noise and check appropriate spaces:

- Music
- Babies/children
- Machinery
- Conversation
- Cars/Trucks
- Airplanes

Typing

Other:

D. Remarks (give exact wording of threat message):

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