
Community Planning & Partnerships (formerly Facility Partnerships)

Community Use of Schools

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 Ministry of Education: (March, 2015) Pupil Accommodation Review
 Guideline

 Ministry of Education: (2009) Administrative Review of Accommodation
 Review Process

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 Procedure A (Fleet Vehicle Use)

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POLICY: Community Planning and Partnerships

Category (Facilities)

Effective Date: September 26, 2011.

Last Revision Date: (28-Sep-15)

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POLICY: Community Planning and Partnerships

I. Purpose of Policy

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

At a minimum, this policy complies with and supports the Ministry of Education's *Community Planning and Partnerships Guideline* and any revisions that may occur.

II. Policy Statement

1. General Principles:

- a) The Board's primary responsibility is to support the achievement and safety of its students in Board schools and facilities.
- b) The health and safety of the Board's students and staff must be protected and general building security must be maintained.
- c) Any partnership must not compromise the Board's student achievement strategy.
- d) Any partnership must be appropriate for a school setting and/or for Board operations.
- e) Any partnership must be compatible with the Board's mission, values and policies.
- f) The Board shall not assume additional cost as a result of a partnership agreement.
- g) Community partners shall pay their fair share of any costs based on a proportional share of joint use, shared space including a reasonable Board administration fee, or their fair share in situations where each partner owns its portion of the facility.
- h) Partnership agreements do not prevent the Board from addressing its facility needs through new construction/additions, major renovations or school closures as it is the Board's responsibility to support and promote student achievement in a healthy and safe environment.
- i) Entities that provide competing education services such as tutoring services, JK-12 private schools, private colleges and non-government funded credit offering entities are not eligible partners.
- j) The Board will continue to follow the process outlined in the *Education Act* and applicable Regulation for facility agreements and for disposal of property.
- k) Any expressions of interest will be evaluated and prioritized within the framework of this Policy. The Minister of Education's approval of some partnerships may be required under the *Education Act*.

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

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

- a) the school was utilized at 60% or less of Ministry capacity and/or had 200 or more unused pupil places for two school years;
- b) the said space will not be required for school purposes or non-school purposes for the next three years;



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- c) the said space can be segregated or separated from the space being used for school purposes such that use of the said space shall not interfere with or impair school operations;
- d) the said space can be segregated or separated from the space being used for Board purposes such that use of the said space shall not interfere with or impair Board operations;
- e) the said space can be used safely for non-school and/or non-Board purposes; and
- f) the *use* of the said space for non-school operations or non-Board operations shall not contravene zoning and/or site plan restrictions.

Input shall be sought from the relevant superintendent and/or school principal prior to a determination of non-surplus and unused space in Board facilities.

3. Notification of Community Partners:

- a) The Board shall post information on its web site regarding:
 - i) any intention to build new schools and to undertake significant renovations (1-3 years prior to the construction date) along with a Request for Expression of Interest (RFEI) and
 - ii) non-surplus unused space in open and operating schools and administrative buildings that is available for facility partnerships.
- b) An annual public meeting on facility partnership opportunities shall be held in conjunction with a regular Board or Committee meeting.
- c) The Board shall provide, in writing or by e-mail, notice of the annual public meeting and notice of the information on the Board web page to the following community partners:
 - i) any entities mentioned in section 3 (3) of Ontario Regulation 444/98 Disposition of Surplus Real Property. (See Part III (Legislative Information) of this Policy.)
 - ii) any not-for-profit agencies regulated under the Day Nursery Act or other government funded agencies who have made a written request to be notified;
 - iii) all applicable levels of municipal government;
 - iv) all applicable District Social Services Administration Boards or Consolidated Municipal Service Managers;
 - v) all applicable Public Health Boards, Local Health Integration Networks and Children's Mental Health Centres;
 - vi) any other community partners that request to be included on the notification list and determined by the Board to be in accordance with this policy.

It remains the responsibility of the parties listed above to determine whether or not the information posted by the Board is relevant to their needs given the location of the available school space or proposed creation of new school space either through new school construction, additions to existing schools or major renovations.

- d) Where the Board is proposing a school consolidation as identified in its approved capital plan and in compliance with the Pupil Accommodation Review Policy and Procedure, the Board is to share the component of the approved capital plan associated with the impacted schools with the identified community groups as described in part c) above.



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Category (Facilities)

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- i. The Board will invite the parties listed under part c) above, in writing or by e-mail, to meet with Board staff to explore options to address underutilized space in the specific area identified by the Board. The meeting invitation will be sent only to those parties identified under part c) having an interest in the specific area identified by the Board for potential consolidation.
- ii. At this meeting to seek feedback on any proposed accommodation review, the Board will provide an excerpt from its approved capital plan focusing on the area where it is considering initiating an accommodation review. Invited organizations, electing to participate in this meeting, are expected to bring relevant planning information, including but not limited to, population projections, growth plans (future residential development and non-residential development information), community needs, land-use and green space/park requirements.
- iii. A nil response to the invitation provided in writing or by e-mail by an invited entity will be considered to be an expression of non-interest in the Board's proposed process.
- iv. Where these invited groups may have proposed partnerships resulting in the long-term utilization of the identified surplus space, the Board staff will consider such options if the option supports continued student achievement and does not adversely impact the health and safety of students;
- v. If the option complies with part d) iv. above, the option must be in place within one year of the date of the meeting in which the Board consulted with the parties listed in part c) above on the proposed establishment of an Accommodation Review. If within six months of the one-year period, no progress towards full implementation of the partnership has been made, the Board reserves the right to cancel the negotiations without incurring penalties.

Should the Board approve the establishment of an Accommodation Review in accordance with the Pupil Accommodation Policy and Procedure, the Board is to ensure the excerpt of the approved capital plan is also shared with the Accommodation Review Committee if one is established and/or included in the initial Board Staff Report.

An approved capital plan is a document developed by the Board containing its immediate (5-year) and long-term (10-year) plan to address future needs of students. For the purposes of the Community Planning and Partnerships Policy, this approved capital plan highlights areas of enrolment growth and decline and includes enrolment projections (elementary and secondary); school capacity, renewal needs, potential consolidations and the construction of new schools or additions or significant renovations within a planning area as defined by the Board.

- e) Community partners wishing to share or use space must submit a proposal which shall include the following information:
 - i) the reason for the interest in partnering with the Board;
 - ii) ownership of the potential partner's component of the facility;
 - iii) how partnering will benefit the Board and its students;
 - iv) the community partner's ownership and history;
 - v) the community partner's legal status (unincorporated, partnership, incorporated, other) and a copy of their legal and governing documents;
 - vi) the nature of their product or service;
 - vii) their key contact and his or her position;
 - viii) the authority of the key contact to bind the community partner; and
 - ix) the community partner's financial ability to partner along with their most recent financial statement.



POLICY: Community Planning and Partnerships

Category (Facilities)

Effective Date: September 26, 2011.

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4. Selection of Community Partners:

- a) All community partners must comply with the general principles set out earlier.
- b) Partnerships should support the achievement or enhance the learning of Board students or otherwise benefit the Board.
- c) Partnerships are to reduce facility operating costs and improve services and supports for students. It must also strengthen relationships between the Board and the partner and the public.
- d) Partnerships are to maximize use of Board infrastructure and provide a foundation for improved service delivery for communities.
- e) Input shall be sought from the relevant superintendent, school principal and school council and considered prior to a Board decision on a community partner proposal.
- f) The Board shall evaluate any community partner proposals using the principles, criteria and input set out in this Policy. Partnerships must also be evaluated on a regular basis to ensure ongoing benefit and value to all partners.

5. Co-Building with Community Partners:

- a) In the event the Board is planning any new construction or major renovations its community partners shall receive notification through the Board web site. Where possible, notification will be provided within 1 to 3 years of the potential construction start date.
- b) Input shall be sought from the relevant superintendent, school principal and school council and considered prior to a Board decision on a response to a community partner Expression of Interest.
- c) The Board shall evaluate any responses to its Request for Expression of Interest using the principles and criteria set out in this Policy.
- d) The Board may have deadlines related to student accommodation needs or funding parameters. Potential partners will be notified of such deadlines to ensure that timelines are maintained. However, all potential construction projects are subject to Ministry of Education funding approval and as a result, may be delayed or deferred beyond the Board-established timeline.
- e) Partnership agreements cannot be finalized until both the Board and the partner(s) have an approved source of funding. It is the Board's expectation that where feasible, each partner in a new construction project will have ownership of their respective portions of the facility if the gross floor area is sizeable.
- f) Where the Board requests funding approval or funding transfers from the Ministry of Education for a project including a partnership opportunity, the Board is to indicate receipt of interest from the partner entity.
- g) Community partners may provide information to the Board when they have proposals or plans to build their own facilities throughout the year or during the annual facility partnership-related public meeting held by the Board.

6. Sharing Unused Space in Existing Schools with Community Partners:

- a) The Board will annually review underutilized open and operating schools and administrative facilities for their suitability for partnership, based on criteria determined by the Board. At a minimum, the criteria will include recognition that the space has been utilized at 60 percent or less for at least two years and/or have 200 or more unused pupil places available for use. Once this analysis is complete, the Board is to continue the analysis based on other potentially suitable facilities for sharing space with community partners. However, the space needs of existing educational programming and initiatives and long-term delivery of these programs must be considered.



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Category (Facilities)

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- b) Issues will also be considered related to student and facility safety, the Board's student achievement and pupil accommodation strategies (including those that may result in school consolidations), long-term utilization of the building, zoning and site use restrictions, facility condition, the configuration of space and the ability to separate the space used by partners from the space used by students, among other factors.
- c) If the space is suitable for facility partnerships, the Board will follow the notification process outlined above. This notification will be supported by a Board resolution. Information will be provided about the available space, including but not limited to size, location, any unique facility amenities, and required renovations.

7. Facility Partnership Agreements and Cost-Recovery:

- a) Clear instructions will be provided to potential partners regarding their rights and responsibilities as tenants, including maintenance standards, custodial requirements and the applicability of Board user policies, including accessibility and inclusiveness policies. Legal advisers will be consulted to ensure agreements meet legal requirements, respect the *Education Act* and protect the rights of the Board and students.
- b) All agreements are to be on a cost-recovery basis. Where the Board is the sole owner of the facility, fees charged to partners should include capital and operating costs including administrative costs, property taxes if applicable and the costs of any minor renovations to protect student safety.
- c) In co-building, partners will be required to pay for and finance their share of the construction including a proportion of the costs of any joint-use or shared space.

III. Legislative Information

Local Board of a Municipality (Municipal Act, s. 1 (1))

“local board” means a municipal service board, transportation commission, public library board, board of health, police services board, planning board, or any other board, commission, committee, body or local authority established or exercising any power under any Act with respect to the affairs or purposes of one or more municipalities, excluding a school board and a conservation authority

Entities which the Board is required to Notify in Part II, Section 3 (c) of this Policy (Ontario Regulation 444/98: Disposition of Surplus Real Property, s. 3 (3))

An English-language separate district school board shall issue a proposal to sell, lease or otherwise dispose of the real property to each of the following bodies on the same day:

- 1. The French-language separate district school board the area of jurisdiction of which includes the property.
- 2. The English-language public district school board or the board of district school area the area of jurisdiction of which includes the property.
- 3. The French-language public district school board the area of jurisdiction of which includes the property.
- 4. The board of a Protestant separate school the area of jurisdiction of which includes the property.
- 5. The English language college, within the meaning of Regulation 771 of the Revised Regulations of Ontario, 1990 as that regulation read immediately before it was revoked by Ontario Regulation 36/03, for the area in which the property is located.
- 6. The college known as Collège d'arts appliqués et de technologie La Cité collégiale, if the property is located in the geographic area of,
 - i. the Frontenac Management Board, as set out in paragraph 3.3 (b) of an Order made under section 25.2 of the *Municipal Act* on January 7, 1997 and published in *The Ontario Gazette* dated February 15, 1997,



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- ii. the upper-tier municipalities of Renfrew; Lanark; Prescott and Russell; Leeds and Grenville; or Stormont, Dundas and Glengarry, or
 - iii. the local municipality of Ottawa.
- 6.1 The college known as Collège Boréal d'arts appliqués et de technologie, if the property is located anywhere other than in the geographic areas listed in subparagraphs 6 i, ii and iii.
 7. The university named in the Schedule the head office of which is nearest to the property.
 8. The Crown in right of Ontario.
 9. The municipality in which the property is located.
 10. If the property is located in an upper-tier municipality, that upper-tier municipality.
 11. If the property is located in the geographical area within which a local services board may exercise its jurisdiction, the local services board.
 12. The Crown in right of Canada

IV. Related Information

Related Board Policy

Pupil Accommodation Review Policy

Legislation

Education Act:

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

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

Ministry of Education

2015: B9 Release of New Pupil Accommodation Review Guideline and Community Planning and Partnerships Guideline



POLICY: Community Use of Schools

Category (Facilities)

Effective Date: July 1, 2010.

Last Revision Date: (19-Nov-13)

Page 1 of 1

POLICY: Community Use of Schools

I. Purpose of Policy

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

II. Policy Statement

1. Guiding Principles

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

2. Withholding Approval:

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

3. Reciprocal Use Agreements:

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

4. Procedure(s):

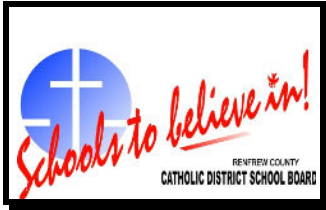
Board administrative staff will develop the necessary procedure(s) to implement this Policy. Procedures shall be approved by the relevant Supervisory Officer and posted on the on line booking system.

III. Related Information

Link to Web Application Procedure for this Policy

Appendix for this Policy

Appendix A: Community Use of Schools – User Agreement



APPENDIX A: Community Use of Schools – User Agreement

Category (Facilities)

Effective Date: January 1, 2013.

Last Revision Date: (7-Mar-19)

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APPENDIX A: User Agreement

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

1. Responsibility of the Applicant:

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

- o) Playing baseball, golf, rugby, soccer and floor hockey is not permitted in gymnasiums.
- p) Storage space for equipment is not available in the schools.
- q) The applicant shall be responsible to ensure that users are familiar with the egress routes in case of a fire alarm.
- r) The applicant shall be responsible to ensure users evacuate during fire drills or actual fire alarms.
- s) The applicant shall be responsible to ensure that users evacuate when there is an unplanned power outage.

2. Provincial Code of Conduct:

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

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

Third Parties renting school space must:

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

Standards of Behaviour (Safety):

Third Parties renting school space must NOT:

- engage in bullying behaviours;
- commit sexual assault;

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- traffic weapons or illegal drugs;
 - give alcohol or cannabis to a minor;
 - commit robbery;
 - be in possession of any weapon, including firearms;
 - use any object to threaten or intimidate another person;
 - cause injury to any person with an object;
 - be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
 - provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
 - inflict or encourage others to inflict bodily harm on another person;
 - engage in hate propaganda and other forms of behaviour motivated by hate or bias;
 - commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

3. *Liability and Insurance:*

a) Board:

The Board shall not be liable for personal injury incurred on Board premises. The Board shall not be liable for damage, loss, or theft of the property of anyone using Board premises.

b) Applicant:

- i) The applicant shall provide mandatory proof of liability insurance coverage of at least one million dollars. If the applicant wishes to purchase insurance through the Board, a policy can be arranged through a third party insurer at the rates set out on the on line booking system.
- ii) As part of the consideration for the Board permitting the use of the facilities, the applicant, on behalf of themselves, the organization and its members, shall release and discharge and to indemnify and save harmless the Board from and against all claims and proceedings, by whomsoever made or brought, in respect of any cost, losses, damage or injury arising by reason of this use of the rented facilities.
- iii) In addition to the applicant's mandatory liability insurance, the Board reserves the right to require the applicant to carry Comprehensive General Liability Insurance in an amount not less than One Million Dollars. This insurance will be carried for the user period and will have the Board shown as an additional insured to the policy.

4. Alcoholic Beverages:

a) General Statement:

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

b) Required Conditions for Event with Alcohol:

i) Supervision and Security:

Where the usage is to hold a stag, wedding reception, anniversary party, fund-raising banquet, or similar event at which alcoholic beverages are authorized, the applicant shall arrange for and provide at their expense supervision of the event by two off-duty police officers, or two uniformed bonded security officers from a reputable security firm acceptable to the Board. Security personnel must remain on the premises until the Caretaker is able to secure the building.

ii) Special Occasion Permit:

The applicant is required to obtain a “Special Occasion Permit” through the L.C.B.O. In advance of the function, proof of this permit is to be submitted to the Manager of Plant Services or designate. The Special Occasion Permit must be posted in the bar area during the event.

iii) Bartenders:

All bartenders shall have “Smart Serve” training. The Board reserves the right to require the user to employ an organization that can provide insurance coverage and people with training.

iv) Additional Insurance:

In addition to Section 3, the applicant shall provide mandatory proof of liability of insurance coverage of an additional two million dollars for a total coverage of three million. The Board must be shown as an additional insured on the policy, and the general liability policy must contain host liquor liability.

5. Smoking-Free Environment and Facilities

a) Board Schools, Offices and Facilities:

Smoking and use of tobacco, tobacco products, cannabis, vapour products and electronic cigarettes is prohibited in Board schools, offices and facilities.

b) Board / School Sponsored Event or Activity:

Smoking and use of tobacco, tobacco products, cannabis, and electronic cigarettes is prohibited during any Board / School sponsored event or activity.

c) Medical Cannabis:

Smoking cannabis for medical purposes is prohibited:

- in Board schools, offices and facilities and
- during any Board / School sponsored event or activity.

6. Cannabis Prohibited in Board Facilities

- a) The possession, consumption, distribution or sale of cannabis and cannabis paraphernalia is prohibited while on or in Board premises.
- b) There is an exception for individuals who require medical cannabis for disabilities while on or in Board premises. However, smoking cannabis for medical purposes is still prohibited.

7. Approval / Cancellation of School Use:

a) Approval:

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

b) Cancellation by the Board:

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

c) Cancellation by the Applicant Without Notice

The Board reserves the right to charge a cancellation fee of \$50.00 if a user group cancels their use without sufficient notice.



POLICY: Emergency Measures

Category (Facilities)

Effective Date: November 25, 2002.

Last Revision Date: (24-Apr-17)

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POLICY: Emergency Measures

Rationale:

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

Personnel Affected by Policy:

All Pupils, Parents, Board and School Staff.

Organizational Authority:

The Board.

Definitions:

CRITICAL INCIDENT RESPONSE refers to necessary action to be taken when a serious situation poses a threat to the safety of students or personnel. Critical incidents are designated as:

- Level 1 (e.g., a fight)
- Level 2 (e.g., major fight, bomb threat, intruders, chemical/biological, suicide, medical, nuclear, fire, natural disasters)
- Level 3 (extreme crisis situation--e.g., automatic weapons).

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

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

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

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

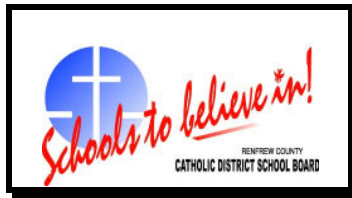
PRIMARY ZONE SCHOOLS (NUCLEAR) refers to schools that fall within a 10 km radius of a nuclear site (St. Anthony's, Chalk River; St. Mary's, Deep River).

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

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

Regulations:

1. **LEVEL 2 AND 3 INCIDENTS:**
All level 2 or 3 incidents will involve some form of lockdown or staged evacuation in accordance with the School Emergency Plans, the Emergency Measures Procedures and the Emergency Measures Reference Guide.
2. **SCHOOL CRASH BAGS:**
 - a) All schools and workplace sites will develop and maintain a crash bag.



POLICY: Emergency Measures

Category (Facilities)

Effective Date: November 25, 2002.

Last Revision Date: (24-Apr-17)

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- b) All school principals/work site managers must review and replenish contents of the crash bag on an annual basis.
 - c) Crash bags should be located in a secure site easily accessible in an emergency situation.
3. CO-OPERATION WITH EMERGENCY PERSONNEL:
School principals/work site managers will work in close co-operation with emergency personnel (police, fire, ambulance, etc.) in the event of an incident.
4. SCHOOL AND WORKSITE REQUIREMENTS:
- a) School principals/work site managers shall review this policy and school emergency plans with staff on an annual basis.
 - b) Every school and worksite shall have individualized workplace emergency response plans for all employees who have a disability if the known disability is such that the individual employee requires an individualized emergency response plan. The individual emergency response plan is to be developed in consultation with the disabled employee.
 - c) For the purpose of this policy, Bishop Smith Catholic High School, and St. Joseph's High School will fall under the category of Secondary Schools with regard to the Bomb Threat protocol even though there are elementary level students at the school.
 - d) Upon request, emergency procedures, plans or public safety information provided to the public shall be made available in an accessible format or with appropriate communications support as soon as possible.

Related Information

General Appendices for this Policy

Appendix A: Emergency Measures – Reference Guide

Appendix B: Emergency Measures – Crash Bag Contents

Procedures, Appendices & Forms for this Policy

Procedure: Bomb Threat Planning

Form A: (School Assessment Checklist)

Form B: (Phone Threat Checklist)

Form C: (Bomb Threat Assessment & Notifications)

Form D: (Visual Scan Procedure)

Form E: (Suspicious Device/Package Found)

Form F: (Evacuation Procedure)

Procedure: Earthquake

Procedure: Lockdown Planning

Appendix A (Lockdown Script)

Appendix B (Classroom Lockdown Procedure)

Appendix C (FAQ)

Appendix D (Parent Information Letter)

Appendix E (Principals' Annual Checklist)

Procedure: Tornado

Related Board Policies and Procedures (Facilities)

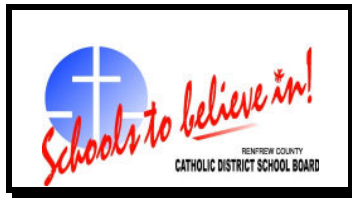
POLICY: Emergency Plans

Procedure: School Fire Safety Plan

Related Board Policies (Schools & Students)

POLICY: Safe Schools – Access to School Premises

POLICY: Safe Schools – Code of Conduct



POLICY: Emergency Measures

Category (Facilities)

Effective Date: November 25, 2002.

Last Revision Date: (24-Apr-17)

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Related Board Policies (Human Resources)

POLICY: Workplace Violence



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Last Revision Date: (24-Apr-17)

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Appendix A: Emergency Measures - Reference Guide

<i>LEVEL 1 INCIDENT (e.g. Fight)</i>	<i>2</i>
<i>LEVEL 2 INCIDENT (e.g. Major Fight).....</i>	<i>2</i>
<i>LEVEL 2 - FIRE</i>	<i>3</i>
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<i>LEVEL 2 – OTHER NATURAL DISASTERS</i>	<i>10</i>
<i>LEVEL 2 – ARMED INTRUDER (e.g. Weapon Such As Knife, Bat, Lead Pipe)</i>	<i>11</i>
<i>LEVEL 3 – EXTREME CRISIS (e.g. Automatic Weapons).....</i>	<i>12</i>
<i>EMERGENCY MEASURES - ANNUAL UPDATE AND REVIEW</i>	<i>13</i>
<i>CRASH BAG CONTENTS.....</i>	<i>13</i>

EMERGENCY PHONE NUMBERS [911]

Local Police Services:

Fire Services:

Family and Children's Services:

Parish Priest:

Other:



Appendix A: Emergency Measures – Reference Guide

Effective Date: February 27, 2006

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LEVEL 2 - FIRE

Priority Actions:

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

Important Considerations:

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

Special Considerations:

LEVEL 2 –SUICIDE / MEDICAL EMERGENCY

Priority Actions:

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

Important Considerations:

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

Special Considerations:



Appendix A: Emergency Measures – Reference Guide

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BOMB THREAT TELEPHONE CHECKLIST

Bomb Threat Telephone Checklist

Date: _____ **Time:** _____ **Call Duration:** _____ **Gender:** ☐ Male ☐ Female **Estimated Age:** _____

Exact Wording of the Threat:

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

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

Speech: (fast, slow, etc.)

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

Background noises:

Voice was familiar:

Caller was familiar with area:

Questions to Ask:

Time of detonation?

Location?

Description of device?

What is your name?

Where are you calling from?

Call Received By:

First & Last Name:

Position/School:

Telephone Number:

Other Information



Appendix A: Emergency Measures – Reference Guide

Effective Date: February 27, 2006

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LEVEL 2 – EARTHQUAKE PRIORITY ACTIONS: DUCK – COVER - HOLD



DUCK or DROP down on the floor.



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



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



Appendix A: Emergency Measures – Reference Guide

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EMERGENCY MEASURES - ANNUAL UPDATE AND REVIEW

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

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

What is in the Crash Bag?

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

Each school should place the following items into the Bag:

1. Master List of Contents;
2. Master list of all students and staff at the school (updated on a regular basis);
3. Contact information for all staff and students;
4. Phone numbers for school board/authority contacts, bussing contacts, etc.;
5. Bussing information (e.g., company, routes, etc.);
6. School Floor Plans, Identification of School Buildings and Facility Master Keys shall be prepared in accordance with the format set out in Section 2 of Part III of Emergency Measures – Lockdown Procedure.
7. Copies of school emergency, evacuation and fire plans;
8. Basic supplies such as notepads, pens/pencils, clipboard, etc.;
9. Basic First Aid supplies / Crash Bag;
10. Megaphone with extra batteries;
11. Safety Thermal Blankets / wool blankets (one per 100 students);
12. Flashlight and extra batteries.

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

Optional Items:

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

Where should I place the Bag?

The Crash Bags should be placed in the main office in an area easily accessible by administration and office staff, but away from students and visitors.



Appendix B: Emergency Measures – Crash Bag Contents

Effective Date: July 1, 2010.
Last Revision Date: (24-Apr-17)
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Appendix B: Emergency Measures - Crash Bag Contents

Purpose:

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

The Crash Bag:

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

What is in the Crash Bag?

Each Bag will already contain fire safety plan of your school and a map of the area.

Each school should place the following items into the Bag:

1. Master List of Contents;
2. Master list of all students and staff at the school (updated on a regular basis);
3. Contact information for all staff and students;
4. Phone numbers for school board/authority contacts, bussing contacts, etc.;
5. Bussing information (e.g., company, routes, etc.);
6. School Floor Plans, Identification of School Buildings and Facility Master Keys shall be prepared in accordance with the format set out in Section 2 of Part III of Emergency Measures – Lockdown Procedure.
7. Copies of school emergency, evacuation and fire plans;
8. Basic supplies such as notepads, pens/pencils, clipboard, etc..;
9. Basic First Aid supplies / Crash Bag;
10. Megaphone with extra batteries;
11. Safety Thermal Blankets / wool blankets (one per 100 students).
12. Flashlights & extra batteries.

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

Optional Items:

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

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

Where should I place the Bag?

The Crash Bags should be placed in the main office in an area easily accessible by administration and office staff, but away from students and visitors.



Procedure: Emergency Measures – Bomb Threat Planning

Effective Date: August 31, 1973.

Last Revision Date: (24-Apr-17)

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PROCEDURE: Bomb Threat Planning

I. Overview / Procedure Description.

Staff, students, and visitors in Ontario's schools have the right to learn, work, and be present in a safe and secure environment. To enhance safety and security, it is important that schools have plans for responding to bomb threats. (2015 Provincial Model for a Local Police/School Board Protocol (p. 45))

The Board's Bomb Threats Procedure is based on Appendix C of the (2015) *Provincial Model for a Local Police/School Board Protocol* which sets out the basic requirements for local bomb threat planning and explosive incident response to ensure an acceptable level of consistency across Ontario.

II. Areas of Responsibility

The Board must:

- establish a bomb threat response policy to ensure the development and implementation of individual school plans and
- ensure that its staff, students, and other partners (child care and other facility occupants) are aware of their obligations/responsibilities within the individual school plans.

Principals are responsible for:

- the overall development and final content of the individual school plan;
- inviting police, fire, and emergency medical services (EMS) to participate in plan development and for making them aware of planning and drills;
- the training of staff and students; and
- the overall safety of staff and students.

School Staff have the overall responsibility for the training, safety, and well-being of students.

Students have a responsibility to:

- be familiar with the plan and to respond quickly to the direction of staff during a bomb threat or explosives incident and
- report any information on or prior knowledge of anyone or anything that may be associated with or result in a bomb threat, the placement of a suspicious package/device, or an explosives incident as soon as possible.

Parents and guardians

- must be informed of the existence of this plan and
- shall be encouraged to reinforce with their children the responsibilities students have with respect to following directions during an incident and disclosing any information they may have prior to or during an incident.

Police are responsible for responding to and investigating bomb threats and explosives incidents. During any such incident, police will assume command and control of the response and investigation but will liaise and work closely with the principal and other emergency services throughout the process. The police must be notified of all bomb threat incidents, regardless of other actions taken by the schools.

Emergency Medical Services (EMS) personnel will provide urgent medical care in the event of an explosives incident.

The Fire Department can be present during bomb threat incidents in the event that fire suppression operations are needed, and will provide fire suppression and rescue operations in explosives incidents..



Procedure: Emergency Measures – Bomb Threat Planning

Effective Date: August 31, 1973.

Last Revision Date: (24-Apr-17)

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III. Planning Checklist

1. School Floor Plans, School Buildings and Facility Master Keys:

- a) School Floor Plans, Identification of School Buildings and Facility Master Keys shall be prepared in accordance with the format set out in Section 2 of Part III of Emergency Measures – Lockdown Procedure.
- b) Floor plans should be posted throughout the school, at least in every classroom and at every entry point to the school. In multi-level buildings, it is suggested that only the floor plans relevant to a specific level be posted on that level.
- c) Floor plans should be available to all emergency service responders who may be involved in a search of the premises when they arrive on the scene.
- d) Police should be provided with both paper copies and electronic copies of floor plans and school buildings including off-site evacuation locations and alternative command locations. *However, off-site evacuation locations and alternative command locations should not made public.*
- e) Crash Bag Contents:
Paper and electronic copies of floor plans and school buildings including off-site evacuation locations and alternative command locations should be part of the contents of the School's Crash Bag.

2. Facility Assessment & Physical Security:

Each school's bomb threat plan should detail proactive measures in a number of areas. In developing their plans, schools should:

- determine likely locations in and around the school for the placement of suspicious packages/devices;
- provide for controlled access to critical areas of all facilities (e.g., the main office, electrical rooms, mechanical rooms);
- consider the use of electronic surveillance or closed-circuit television (CCTV), and, if such surveillance is adopted, post signage regarding its use;
- address ways to ensure that emergency exits are kept clear from obstructions;
- provide for the regular inspection of first aid and firefighting equipment;
- include, and provide for the regular review of, document-safeguarding procedures;
- assess whether interior/exterior and auxiliary lighting is adequate;
- develop an inspection procedure for all incoming packages; and
- consider other potential threats.

See Form A: Annual School Assessment Checklist

3. Checklist for Phone Bomb Threat:

See Form B: Checklist for Phone Threat

4. Bomb Threats by Electronic Communications:

- a) Bomb threats may be received via external email, posted on electronic bulletin boards, or received by a staff member or student via text or other means. School office staff including the Principal, Vice-Principal, Principal Designate and School Secretaries should be trained how to:
 - immediately isolate the received message, and
 - remove it from any external posting.



Procedure: Emergency Measures – Bomb Threat Planning

Effective Date: August 31, 1973.

Last Revision Date: (24-Apr-17)

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- b) Any staff member or student who receives a bomb threat by electronic communications shall immediately communicate the information to the school principal, vice-principal or board superintendent during and after school hours, including on weekends and holidays.

5. Initial Bomb Threat Assessment and Notifications

See Form C: Initial Bomb Threat Assessment and Notifications.

6. Visual Scan Procedure:

See Form D: Visual Scan Procedure.

7. Procedure after Location of a Suspicious Device or Package:

See Form E: Location of a Suspicious Device or Package.

8. Evacuation Procedures:

- a) Authority to Order a School Evacuation / Re-entry:
Depending who is present in the School, the Principal, Vice-Principal, Principal Designate or Board Superintendent has the authority to order a full or a partial evacuation of the school and in consultation with the police on-site incident commander to order a full or a partial re-entry to the school.
- b) Evacuation Announcement:
 - i) Full Evacuation Announcement:
This is an evacuation announcement. Please evacuate the school immediately. Each class shall proceed by the designated stairs to the off-site evacuation location. Students are not to go to their lockers, but may bring with them any personal belongings in their immediate area, if it is safe to do so.
[Repeat same announcement two more times.]
 - ii) Partial Evacuation Announcement:
This is an evacuation announcement for [identified part of school]. Please evacuate the [identified part of the school] immediately. Each class in the [identified part of the school] shall proceed by the designated stairs to the off-site evacuation location. Students are not to go to their lockers, but may bring with them any personal belongings in their immediate area, if it is safe to do so. Students, staff and classes not in the [identified part of the school] shall remain in their classes.
[Repeat same announcement two more times.]
 - iii) Fire Alarms:
Fire alarms shall not be used to signal an evacuation resulting from a bomb threat.
- c) Evacuation Procedure:
 - i) Designated evacuation and alternative routes shall be kept free from all obstructions.
 - ii) Evacuation routes and locations should be inspected prior to, or immediately upon, the arrival of evacuees to ensure that a secondary explosive device has not been placed in these areas.
 - iii) As staff and students are evacuating, they should be asked to keep their eyes open for unusual packages. If a suspicious package/device is noticed, it should be reported to emergency responders immediately on arrival at the evacuation location.
 - iv) Teachers and students who are engaged in an activity outside the school buildings should proceed to their off-site evacuation location. They should not re-enter the school.
 - v) At the evacuation location, attendance should be taken and all students and staff accounted for. The command post is to be notified when the evacuation is complete.



Procedure: Emergency Measures – Bomb Threat Planning

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- vi) Students and staff should be directed to remain in the evacuation location and to refrain from the use of electronic communication devices.
- d) Evacuation of Physically Handicapped Staff and Students:
Provisions should be in place to assist with the evacuation of physically challenged staff and students. Because of the risk of power failure, elevators should never be used for evacuation.
[NOTE: See Form F (Evacuation Procedures) for a brief summary.]

9. Re-entry Procedures:

- a) Authority to Order a School Re-entry:
Depending who is present on-site and in consultation with the Police on-site Incident Commander the Principal, Vice-Principal, Principal Designate or Board Superintendent has the authority to order a full or a partial re-entry to the school.
- b) Re-entry PA Announcement or Personal Verbal Notification to Each Teacher:
This is [name of Principal, VP, Designate or Board Superintendent]. The Police on-site Incident Commander has declared that the School or [the identified part of the School] is safe. Staff and students are directed to proceed immediately to their classrooms.

10. Procedure Following an Explosive Incident:

- a) Notice to School Principal, Vice-Principal or Principal Designate:
Depending on who is present at the School, the School Principal, Vice-Principal, Principal Designate shall be advised immediately of any explosive incident and informed of any action taken.
- b) Emergency First Aid:
Emergency first aid should be provided to any persons injured in the explosives incident. Information regarding injuries should be communicated to the command post. Attendance should be taken and a list of any missing staff or students should be communicated to the command post.
- c) Criteria for a Full or Partial Evacuation:
It should be determined whether an evacuation of the entire site is necessary, or whether a partial evacuation of the area around the explosives incident will suffice. A fire resulting from the incident can make staying in the building unsafe, so partial evacuation should be considered only if it is certain that no fire has started. The school principal shall work with emergency services personnel to evaluate the need to relocate evacuees and/or command posts.
- d) Emergency Services Notification:
The fire department, emergency medical services (EMS), and police should be called immediately. An explosives incident can often result in the spread of fire and smoke.
- e) Containment of the Explosion Site:
Once the area has been evacuated, staff and students should not re-enter an explosion scene. Not only may additional packages/devices be present, but the area will be subject to a substantial crime scene investigation and therefore should not be disturbed.
- f) Communications:
Within the School the PA can provide communications with staff and students. At an off-site evacuation location plans should be made to communicate verbally. Electronic devices including cell phones should not be used unless authorized by the Police on-site Incident Commander. The Board Office shall provide information and external communication to parents in the event of an extended incident(s) and after incident(s).



Procedure: Emergency Measures – Bomb Threat Planning

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11. Procedure for School Recovery Following an Incident:

- a) Debriefing:
A debriefing should occur in some situations following the receipt of a bomb threat or following the location of a suspicious device/ package. A debriefing should always take place following an explosives incident. The nature and severity of the incident will dictate who should be included in the debriefing.
- b) Controlled Communications:
When a bomb threat or a suspicious package/device is found to be a hoax, controlled communication, including communication relating to any debriefing conducted to evaluate actions, is important so that further incidents are not encouraged.
- c) Serious Incidents:
In serious situations following the location of a suspicious package/device or an explosives incident, the board's trauma response plan will normally be initiated.

12. Bomb Threat Training:

- a) Staff:
Orientation for new staff should include mandatory training in bomb threat responses. Schools should establish a method to conduct bomb threat review training for all staff during each school year. Such training should be conducted as early in the school year as possible.
- b) Students:
Schools should consider holding assemblies to train secondary students on bomb threat procedures as well as explosives incident procedures, and related evacuation plans. Due to the young age of some elementary students, it is suggested that classroom teachers be responsible for training students at the elementary level. Any training provided to students with special education needs should be consistent with the expectations and accommodations outlined in their Individual Education Plans.
- c) Others:
Child care occupants, other facility occupants, service providers and others who will be in the school for an extended period should be informed of the school's bomb threat procedures and explosives incident evacuation procedures.
- d) Police, Fire Department and Emergency Medical Services Personnel (EMS):
Where possible, try to have police partners present to assist with the training of staff and students. Fire department and EMS personnel should also be invited to training sessions.
[NOTE: Fill in training completion date(s) on Form A (School Assessment Checklist).]

13. Bomb Threat Drills:

- a) Bomb Threat Drills:
The principal is responsible for setting the date of drills and overseeing the drill, with police support/assistance. Schools should consider including fire department and EMS personnel during drills, so they become familiar with the school's bomb threat procedures
- b) Warnings of Drills:
Staff, students, child care workers, and community partners or other visitors who may be in the school should be given some warning of an impending drill. When developing plans, consideration should be given as to whether or not to notify parents in advance. Plans should include procedures for alerting neighbouring schools of drills, especially if fire and EMS personnel have been invited to participate.
- c) Evaluation of Drills:
A short debriefing should be held after all drills to identify areas for improvement.
[NOTE: Fill in drill completion date on Form A (School Assessment Checklist).]



Procedure: Emergency Measures – Bomb Threat Planning

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14. Communications with Parents/Guardians and the Community:

- a) Bomb Threat Information:
Inform parents of bomb threat and explosives incident procedures and encourage parents to reinforce with their children the importance of understanding the procedures and following staff direction by means of a September Newsletter, school / board websites and/or parent information meetings.
- b) Parent Gathering Location (in event of incident):
Parents need to be informed of where they should proceed in the event of an actual incident.
- c) Notice to Parents of Actual Evacuation:
In all incidents resulting in an evacuation that was not a drill, it is recommended that a communication to parents be sent home with each student at the conclusion of the school day or as soon as possible thereafter.
- d) Parent Contact Information:
Parents should be encouraged to ensure that their contact information is kept up to date so they can easily be reached by staff in the event of an emergency

IV. Related Information

Forms for this Policy

- Form A: (Annual School Assessment Checklist)
- Form B: (Phone Threat Checklist)
- Form C: (Initial Bomb Assessment & Notifications)
- Form D: (Visual Scan Procedure)
- Form E: (Suspicious Device/Package Found)
- Form F: (Evacuation Procedure)

Related Board Policies / Procedures

- POLICY: Emergency Measures
- PROCEDURE: Emergency Measures - Lockdown
- POLICY: Emergency Plans

Related Board Appendix (Plant Operations)

- Appendix A: Emergency Measures – Reference Guide
- Appendix B: Emergency Measures – Crash Bag Contents



**Form A: Emergency Measures - Bomb Threat Planning –
Annual School Assessment Checklist**

Effective Date: April 24, 2017.

Last Revision Date: (N/A)

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Form A: School Assessment Checklist for School Year _____

- ☐ Listing of Possible Locations for Placement of Suspicious Packages / Devices:

- ☐ Controlled Access (i.e. locked doors) to following Critical Areas:

- Main Office, Electrical Rooms, Mechanical Rooms, Storage Rooms,
- Other: _____

Completion Date of Bomb Threat Drill: (_____)

Completion Date of Staff Bomb Threat Training: (_____)

Completion Date of Student Bomb Threat Training: (_____)

Location of Emergency Exits (Date inspected to ensure no obstructions):

_____ (Sep. _____ / Jan. _____)

_____ (Sep. _____ / Jan. _____)

_____ (Sep. _____ / Jan. _____)

_____ (Sep. _____ / Jan. _____)

Inspection Date of Crash Bag, First Aid Equipment & Firefighting Equipment:

(Sep. _____ / Jan. _____)

Inspection that School Interior, Exterior and Auxiliary Lighting Adequate:

(Sep. _____ / Jan. _____)

Reviewed Suspicious Mail or Package Poster (next page) with Main Office Staff:

(Sep. _____ / Jan. _____)

SUSPICIOUS MAIL OR PACKAGES

Protect yourself, your business, and your mailroom.

If you receive a suspicious letter or package:

- Stop. Don't handle.
- Isolate it immediately.
- Don't open, smell, or taste.
- Activate your emergency plan. Notify a supervisor.



If you suspect the mail or package contains a bomb (explosive), or radiological, biological, or chemical threat:

- Isolate area immediately
- Call 911
- Wash your hands with soap and water





**Form B: Emergency Measures – Bomb Threat Planning
(Checklist for Phone Threat)**

Effective Date: August 31, 1973.

Last Revision Date: (24-Apr-17)

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Bomb Threat Telephone Checklist

Date: _____ **Time:** _____ **Call Duration:** _____ **Gender:** ☐ Male ☐ Female **Estimated Age:** _____

Exact Wording of the Threat:

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

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

Speech: (fast, slow, etc.)

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

Background noises:

Voice was familiar:

Caller was familiar with area:

Questions to Ask:

Time of detonation?

Location?

Description of device?

What is your name?

Where are you calling from?

Call Received By:

First & Last Name:

Position/School:

Telephone Number:

Other Information



Form C: Emergency Measures – Bomb Threat Planning (Initial Bomb Threat Assessment & Notifications)

Effective Date: August 31, 1973.

Last Revision Date: (24-Apr-17)

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Form C: Initial Bomb Threat Assessment & Notifications

INITIAL ASSESSMENT

- ☐ Review Bomb Threat Checklist Information: Form B.
- ☐ Current School Activities (i.e. exams): _____
- ☐ Bomb Location (Specific Area or Entire School): _____
- ☐ Timeline of Threat (Current Time Specific Time, Future Time): _____
- ☐ Negative School Incident (Student, Staff, Other): _____
- ☐ Other Recent Bomb Threats or Hoaxes: _____
- ☐ Suspicious Device / Package Found: _____

DETERMINATION OF THREAT LEVEL

- ☐ LOW Level (lacks realism):
The probable motive is to cause disruption: The Subject is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly.
- ☐ MEDIUM Level (increased level of realism):
The Subject gives details such as the size, location, or type of bomb. The Subject stays on the line longer and states a motive for the bomb.
- ☐ HIGH Level (specific and realistic):
The Subject is very detailed and describes the type, power, location or time of detonation. The Subject stays on the line longer or makes multiple calls. The Subject may exhibit advanced knowledge of bombs. In addition, the Subject may make demands such as publicity, money etc.

EVACUATION

- ☐ PARTIAL EVACUATION ORDERED OF: _____
- ☐ FULL SCHOOL EVACUTION ORDERED.



Form C: Emergency Measures – Bomb Threat Planning (Initial Bomb Threat Assessment & Notifications)

Effective Date: August 31, 1973.

Last Revision Date: (24-Apr-17)

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NOTIFICATIONS

In order of priority the School Principal, Vice-Principal, Principal Designate or Board Superintendent shall phone or direct a phone call to:

- the local Police Services: (_____)
- the Fire Department: (_____)

and advise them that a bomb threat has been received, no explosive incident has occurred and who has been called.

INFORMATION TO POLICE AND FIRE DEPARTMENT

The Police should be informed of:

- the Bomb Threat Checklist information (Form A);
- the Initial Assessment Information;
- the status of any evacuation that may be underway;
- the status of any safe, visual scan that may be underway; and
- the in-school contact person for the police, once they are on the scene.

ON-GOING ASSESSMENT AND NOTICE TO PRINCIPAL

School staff will continue to monitor the situation and in order of priority shall notify the Principal, the Vice-Principal or the Principal Designate:

- if a suspicious package/device is located;
- of any interference with any type of evacuation that is underway; and
- if an explosives incident occurs.



Form D: Emergency Measures – Bomb Threat Planning (Visual Scan Procedures)

Effective Date: August 31, 1973.

Last Revision Date: (24-Apr-17)

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Form D: Visual Scan Procedures

DESIGNATED VISUAL SCAN STAFF

Primary Designated Scan Person: _____

First Alternate: _____

Second Alternate: _____

TRAINING

Principals: whether, and when, a safe, visual scan is appropriate.

Designated Visual Scan Staff: basic information about conducting safe, visual scans.

Under no circumstances should a staff member conducting a visual scan touch a suspicious device or package. If a suspicious package or device is detected, the area must immediately be evacuated of staff and students and the package or device reported to the principal.

SCAN AREAS

For threats to the entire facility, prioritize the following areas to be visually inspected: the building exterior and parking lots; entrances; large gathering areas within the school (e.g., cafeterias, auditoriums); hallways, stairways, and elevators; washrooms; classrooms, the main office, and staff rooms; and service and mechanical rooms and spaces. Consideration should be given to accessibility by a potential suspect, evacuation routes, evacuation locations, command posts, and staging areas for emergency services personnel. After visual scan inspection, circle Clear.

Name of Scan Person: _____

Scan Areas in order of priority (circle Clear, if Clear)

1. _____ Clear
2. _____ Clear
3. _____ Clear
4. _____ Clear
5. _____ Clear
6. _____ Clear
7. _____ Clear
8. _____ Clear



Form D: Emergency Measures – Bomb Threat Planning (Visual Scan Procedures)

Effective Date: August 31, 1973.

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GENERAL VISUAL SCAN GUIDELINES

- Clear evacuation routes and assembly areas;
- Clear scan areas in order of priority;
- Start on the outside of the building and work inward;
- When inside, start at the bottom and work upward;
- Search personnel should always work towards one another;
- Listen for background noises;
- If suspicious item is located, leave indicators for emergency services

SUSPICIOUS OBJECT

A suspicious item is defined as any item (e.g., package, vehicle) identified as potentially containing explosives, an IED, or other hazardous material that requires bomb technician diagnostic skills and specialized equipment for further evaluate. Suspicious indicators are based upon:

- the prevailing and/or communicated threat,
- placement and proximity of the item to people and valuable assets, and
- more tangible aspects to include, but not limited to:
 - unexplainable wires or electronics,
 - other visible bomb-like components,
 - unusual sounds,
 - vapors, mists, or
 - odors.



Form E: Emergency Measures – Bomb Threat Planning (Suspicious Package/Device Found)

Effective Date: August 31, 1973.

Last Revision Date: (24-Apr-17)

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Form E: Suspicious Device/Package Found

GENERAL INSTRUCTIONS

When a suspicious package/device is located, appropriate procedures include the following:

- isolate the device/package;
- calmly clear the area of other individuals;
- ensure that it is not touched;
- do not use cell phones within 30 metres of the device / package;
- immediately communicate the discovery to the principal, police and the fire department; and
- immediately re-evaluate of any evacuation decisions in light of the discovery.

*Regardless of whether the package/device has been delivered to the school or located during a visual scan or under other circumstances, **it is imperative that the object is not touched or moved and that it is immediately contained.** This direction applies even if the package had already been moved prior to being deemed suspicious.*

NOTIFICATIONS

Depending who is present in the School, the School Principal, Vice-Principal, Principal Designate or Board Superintendent shall be immediately notified of the discovery of a suspicious package/device and of any action taken to that point.

The School Principal, Vice-Principal, Principal Designate or Board Superintendent shall phone or direct a phone call to:

- the local Police Services: () and advise them of the precise location of the device/package.
- the Fire Department: () and
- the EMS: ().

INQUIRIES TO IDENTIFY LEGITIMATE PROPERTY

Legitimate property may have been left behind in an evacuated area, so attempts should be made to establish ownership of any suspicious device/ package. This should be done by making inquiries, **NOT by handling the package/device.**



Form F: Emergency Measures – Bomb Threat Planning (Evacuation Procedure)

Effective Date: August 31, 1973.

Last Revision Date: (24-Apr-17)

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Form F: Evacuation Procedure

Authority to Order a School Evacuation

Depending who is present in the School, the School Principal, Vice-Principal, Principal Designate or Board Superintendent has the authority to order a full or a partial evacuation of the school.

Full School Evacuation Announcement

This is an evacuation announcement. Please evacuate the school immediately. Each class shall proceed by the designated stairs to the off-site evacuation location. Students are not to go to their lockers, but may bring with them any personal belongings in their immediate area, if it is safe to do so.

[Repeat same announcement two more times.]

Partial School Evacuation Announcement

This is an evacuation announcement for [identified part of school]. Please evacuate the [identified part of the school] immediately. Each class in the [identified part of the school] shall proceed by the designated stairs to the off-site evacuation location.

Students are not to go to their lockers, but may bring with them any personal belongings in their immediate area, if it is safe to do so. Students, staff and classes not in the [identified part of the school] shall remain in their classes.

[Repeat same announcement two more times.]

[Fire alarms shall not be used to signal an evacuation resulting from a bomb threat.]

Evacuation Procedure

- As staff and students are evacuating, they should be asked to keep their eyes open for unusual packages. If a suspicious package/device is noticed, it should be reported to emergency responders immediately on arrival at the evacuation location.
- Teachers and students who are engaged in an activity outside the school buildings should proceed to their off-site evacuation location. They should not re-enter the school.
- At the evacuation location, attendance should be taken and all students and staff accounted for. The command post is to be notified when the evacuation is complete.
- Students and staff should be directed to remain in the evacuation location and to refrain from the use of electronic communication devices



Procedure: Emergency Measures - Earthquake

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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Procedure: Emergency Measures - Earthquake

I. Overview / Procedure Description

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

II. Areas of Responsibility

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

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

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

III. Procedure Steps / Checklist

1. Earthquake General Guidelines (See Appendix):

- a) **DUCK** or drop down on the floor.
- b) Take **COVER** under a sturdy desk, table or other furniture.
- c) If you take cover, **HOLD** on to furniture and be prepared to move with it.

2. Earthquake Specific Guidelines:

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



Procedure: Emergency Measures - Earthquake

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f) **On the school bus:**

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

3. After Earthquake Evacuation:

- a)* Evacuation should **NEVER** be automatic.
- There may be more danger outside your building or facility than there is inside.
 - There may be no safe assembly area outside.
 - There may be no clear routes to get outside, and alternate routes may need to be cleared.
 - The lighting inside your building or room will probably be out--it will be DARK.
- b)* Prior to deciding to vacate all or part of a school, someone must find out if there is:
- a safe route out, and
 - a safe place to assemble the students outside.

4. Earthquake Information for Parents:

- a)* Please do not phone the school. We must have the lines open for emergency calls.
- b)* Following an earthquake or other emergency, do not drive onto the school grounds, streets and access to our school may be cluttered with debris. The school access route and street entrance areas must remain clear for emergency vehicles.
- c)* Do turn your transistor or car radio for broadcasts of emergency information and directions.
- d)* As soon as it is safe to travel, we request that parents or their designated alternates travel to retrieve their children.
- e)* No student will be dismissed from school unless a parent or guardian previously designated by a parent comes for him/her. This information is kept in the office and must be updated regularly. Your guardian information must be kept up to date at the school office.
- f)* All parents or designated guardians who come for students, must have them signed out at the office or the alternate location. Please bring personal identification in case it is requested.

5. Earthquake Evacuation Pre-Planning:

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



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b) OUTSIDE THE BUILDING:

i) Look for potential post-earthquake hazards:

- Power lines;
- Trees;
- Areas near buildings that may have debris fall on them--parapets, roof tiles, chimneys, glass;
- Routes past concrete block walls;
- Covered walkways;
- Places under which large gas mains run;
- Areas near chain link fences (can be electric shock hazard when live wires touch);
- Hazardous materials storage areas.

ii) Designate open areas outside that are without overhead hazards and removed from potential danger spots; choose one, off-campus spot such as a park for back-up.

iii) Assembly areas should not be so remote from the facility that students and staff won't have easy access to bathrooms, phones, and the student release point.

iv) Choose which person(s) will have the responsibility to reconnoiter after a quake and report findings to administration and co-worker

c) INFORMATION TO STAFF:

i) Everyone should be informed about the plans.

ii) Once routes and assembly areas have been chosen, make floor plans and maps; give them to everyone.

iii) Tell all personnel and students about the plans made and the routes chosen.

iv) Make it clear that a post-earthquake evacuation route differs from a fire evacuation route, and that alternate routes may need to be used.

v) Hold drills and exercises two times a year; practice alternate routes.

vi) Include all students and staff with disabilities in the drills and exercises

6. Earthquake Drills:

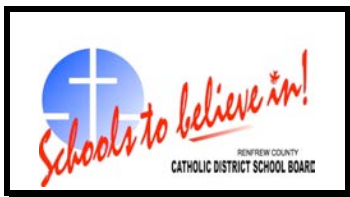
a) Complete drills should be held twice a year. Principals are reminded that the guidelines for regular drills are meant to serve as a basis for part of the entire school safety program. The principal is responsible for coordinating the communication of all safety procedures to staff, students, and parents.

b) Since immediate and appropriate reactions are essential in an earthquake, drills should generate classroom discussions, demonstrations, and exercises that will help students and staff learn and practice where to seek shelter and how to protect themselves from falling or flying objects.

c) The drills should cover appropriate actions during the actual earthquake and after the ground stops shaking.

d) The principal should seek advice from experts before determining response procedures for a particular school. Building design and materials may be key indicators of appropriate drills and emergency procedures.

e) Before participating in earthquake drills, students should receive a thorough explanation of what is expected of them. The person giving the instructions should emphasize that, while the ground is shaking, students will be safest by finding immediate shelter under desks, tables, counters, etc. to avoid falling objects. The instructor should also note the noise and disorder that will accompany an earthquake, and emphasize that a calm, quiet response by teachers and students is essential.



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7. Utility Shutoff Instructions (Custodian / Designated Individual):

a) Gas:

Only shut off if gas is smelled. The shutoff is at the meter as shown on the school floor plan and is a simple gate valve which must be turned 90 degrees with a crescent wrench. Once shut off, do not turn on again.

b) Electricity:

Do not shut off unless sparking, arcing, or smoke is observed. The shutoff is in the electrical room and is a large lever type circuit breaker.

c) Water:

Do not shut off unless there is a ruptured line which is flooding the school. The shutoff location is shown on the school floor plan. Copies of school floor plans are available from Maintenance.

d) Propane:

Propane tanks serving portable classrooms should be shut off. Access to the cage enclosing the valve is via a padlock coded to the school master key. If the master key does not currently open the padlock, schools should request the Facilities Department to change the lock so it will.

IV. Definitions and Information

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

Earthquake A sudden slipping or movement of a portion of the earth's crust, accompanied and followed by a series of vibrations.

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

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

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

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

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



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V. Related Information

Related Board Policies / Procedures

POLICY: Emergency Measures

POLICY: Emergency Plans

Related Board Appendices

Appendix Emergency Measures – Crash Bag Contents

Appendix Emergency Measures – Reference Guide

Board Policy / Procedure Resources

British Columbia Ministry of Education. (December 2000). *School Earthquake Safety Guidebook*.

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



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DUCK, COVER & HOLD during Earthquake



DUCK or DROP down on the floor.



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



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



Procedure: Emergency Measures – Lockdown Planning

Effective Date: November 28, 2011.

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PROCEDURE: Lockdown Planning

I. Overview / Procedure Description

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

The Board's Lockdown Procedure is based on Appendix B of the (2015) *Provincial Model for a Local Police/School Board Protocol* which sets out the basic requirements for local lockdown procedures to ensure an acceptable level of consistency across Ontario.

II. Areas of Responsibility

Principal -The principal is responsible for:

- over-all planning and the final content of the school plan,
- scheduling drills,
- inviting police, fire and Emergency Medical Services (EMS) to participate in and be aware of planning and drills,
- training students and
- the overall safety of staff and students.

(See Appendix E: Principals' Annual Checklist.)

In an actual incident (not a drill), the police are responsible for management of the threat and subsequent criminal investigation, however the principal shall provide full cooperation with police.

Staff – School staff, and in particular administrators, have the overall responsibility for the training, safety and well being of students. Administrators during a violent incident have additional responsibilities in terms of working closely with police.

Students – Students have a responsibility to be familiar with the plan and to respond quickly to the direction of staff during a crisis situation. Any student with information or prior knowledge of an individual or a potential situation which may result in a violent incident, must come forward with that information as soon as possible. This is also the case during an incident.

Police – Police are responsible to respond to and investigate violent incidents. During a violent incident, police will assume command and control of the response and investigation but will liaise and work closely with school administration and other emergency services, throughout the process.

Parents/Guardians – Parents and guardians must be informed of the existence of this plan and should be encouraged to reinforce with their children, the responsibilities students have with respect to following directions during a crisis and to disclosing any information they may have prior to or during a crisis situation.

III. Guidelines for Lockdown Plans & Procedures

1. Lockdown Plans for Board Schools:

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



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2. School Floor Plans and School Buildings:

- a) Floor Plans:
 - i) Floor plans should clearly identify entrances and exits as well as routes that staff and students are to take during any evacuation.
 - ii) Floor plans should be posted throughout the school, at least in every classroom and at every entry point to the school. In multi-level buildings, it is suggested that only the floor plans relevant to a specific level be posted on that level.
- b) Off-Site Evacuation Locations:

Off-site evacuation locations should also be identified and included with copies of the floor plans. **However, off-site evacuation locations should not made public.**
- c) Command Locations:

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 should be identified in the individual school plan, to be used in the event that neither on-site command post location is available. **However, alternative command locations should not made public.**
- d) Identification of Buildings, Exterior Doors, Classrooms:
 - i) In the situations where more than one building exists on school grounds, each building should be clearly identified on all sides of the building with a building identifier, such as a number.
 - ii) All portables shall be clearly identified as well.
 - iii) All exterior doors shall be clearly identified such as doors A, B, C etc.
 - iv) All rooms within the building should be clearly marked with room numbers and the room use described (classroom, storage room, etc.).
 - v) This information is essential to identify the location of buildings and identify safe access routes for responding emergency personnel.
- e) Police and Emergency Responders:
 - i) Police should be provided with both hard copies and electronic copies of floor plans, off-site evacuation locations and alternative command locations. (Note: during a lockdown computers may not be operational or accessible and hard copies should be available.)
 - ii) Police and schools should plan in advance how police will gain access to the school in the event of a lockdown.
 - iii) Floor plans and facility master keys should be up to date and available for emergency services responders who may be involved in any type of search of the premises. It is particularly important that those elementary schools that have opted to lock their doors during the school day have a plan for making keys available to emergency services personnel.
- f) Crash Bag Contents:

Paper and electronic copies of floor plans and school buildings including off-site evacuation locations and alternative command locations should be part of the contents of the School's Crash Bag.



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3. Initiating Lockdown:

a) Immediate Activation of Lockdown:

All staff (especially those working in the main office) should be trained that when information is received in the office of a situation requiring a lockdown, whoever receives that information, will immediately activate the school's Public Address (PA) system, inside and outside, announcing the lockdown. There should be no hesitation in announcing the lockdown, and the decision to call the lockdown should be made immediately by whoever receives the call to the office, and should not be delayed for the purpose of checking with Administration before announcing a lockdown.

b) Methods of Announcing:

If possible both auditory (PA) and visual notification systems inside and outside the school, should be used to announce a lockdown. For the safety of hearing impaired individuals and in situations where noise levels in open areas such as cafeterias and outside the school, may prevent staff and students from hearing a PA announcement, consideration should be given to the use of strobe lights or other visual indicator, in addition to the PA system.

c) Script for Announcing Lockdown:

Appendix A to this Procedure sets out the standard Board Script for announcing a lockdown. A print copy of this Script should be affixed on or near the PA microphone and school staff including any occasional staff should be advised of its location.

4. Lockdown Procedure for Classrooms / Other Secure Areas:

- a) All staff, including occasional, part-time, or itinerant teachers, must have the ability to lock their classroom doors.
- b) Before locking a door, staff should gather everyone in the immediate vicinity into their classroom or other secure area, but only if it is safe to do so. Once inside a secure area, staff and students should:

- stay away from doors and windows;
- turn off lights;
- close blinds;
- beware of sight lines;
- if there is a window in the classroom door, consider covering window;
- take cover if available (get behind something solid);
- remain absolutely quiet;
- teachers to take attendance;
- no cell phone use unless necessary to communicate regarding the incident; phones that are being used for this purpose should be put on vibrate; and all others should be shut off; and
- consider *barricading* doors where possible, in addition to locking them.

The goal is to make the classroom appear vacant.

[See Appendix B (Classroom Lockdown Procedures).]

- c) In the event of an extended lockdown or "hold and secure", staff members must have access to all necessary emergency medications for prevalent medical conditions such as anaphylaxis, diabetes, asthma, and epilepsy.

5. Lockdown Procedure for Portables:

Because of the thin wall construction of portables, it is recommended that all desks be arranged in a circle and tipped onto their sides with desktops facing out, and that students/staff gather within the circle and remain down on the floor, below the top edge of the desks.



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6. Lockdown Procedure for Washrooms:

- a) As washrooms cannot be locked and therefore should be identified during planning as a danger area in the event of a lockdown, students need to evacuate washrooms if at all possible and get to an area which can safely be locked down.
- b) For elementary schools, it is recommended that plans identify an adult who normally works in close proximity to student washrooms, to check the washroom(s) prior to locking down themselves, if it safe to do so. After gathering students in the immediate vicinity of their classroom door, into their classroom, they would quickly check both male and female washrooms to which they have been assigned in the planning phase, and take any students found in the washrooms, into their classrooms to lockdown.
- c) For secondary schools, it is recommended that training include an explanation to students that they are responsible to get out of the washrooms immediately upon hearing a lockdown announced, and get to the nearest classroom or other area which is identified as a safe area.
- d) As a last resort, staff or students if trapped in a washroom, should attempt to somehow secure the bathroom door, enter a stall, lock the door and climb on top of the toilet.

7. Lockdown Procedure for Open Areas:

- a) Plans should recognize that open areas including cafeterias, libraries, hallways and other open areas are the most vulnerable areas of a school, making them the most likely location for a shooting to occur, and the most difficult areas to quickly and effectively secure.
- b) Considerable time and attention needs to be given to open areas during the planning phase. All possible options should be considered to best address these highly vulnerable areas, including the possibility of evacuating to the exterior of the school. This may be the best option if these areas are adjacent to exterior walls and have doors leading to the outside.
- c) It is very important during staff and student training, that everyone understands what to do and where to go in the event a lock down is called and they are in an open area.

8. Lockdown Procedure for Child Care & Other Facility Occupants:

- a) As many schools have licensed child care centres or other tenants and community groups using school premises (sometimes out of regular school hours), those organizations or individuals must be taken into consideration at all stages.
- b) It is important that Principals make best efforts to ensure the appropriate staff from organizations sharing facilities, are included in the development and implementation of lockdown procedures and that these organizations participate in aspects of planning, training and drills, whenever possible.

9. Lockdown Procedures for Outside of School Buildings:

- a) In order to ensure those who are outside school buildings are aware that the school is locking down, the PA system must be capable of being activated outside the school. Consideration should also be given to including an exterior visual indicator (strobe lights), indicating that a lockdown has been called.
- b) Those who are outside the school when a lockdown is called, shall not re-enter the school, but shall proceed immediately to pre-determined off-site evacuation location(s). Once at the location, staff, students and any visitors who may be present shall remain in that location until further advised by the principal or police. Plans should include the taking of attendance at the off-site evacuation location(s).
- c) Neighbouring schools may not be the best option as off-site evacuation locations, as they too may lock down once they become aware of an incident at a nearby school.
- d) Note: When a “Hold and Secure” situation occurs and staff and students are outside the building, they should re-enter the building prior to the exterior doors being locked.



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10. Police Directed Controlled Evacuation:

- a) In the event of a pro-longed situation, or a situation where the threat has been contained (e.g., the individual issuing the threat has been barricaded), plans should include provisions for a controlled evacuation of the areas of the school, not in the vicinity of the contained area.
- b) Police will make the decision as to whether a controlled evacuation of a school under lockdown, is a viable option, and will direct the evacuation process. This will normally be done on a room by room basis, with evacuees being escorted by police to the evacuation location

11. Fire Alarms during Lockdown:

In the event that a fire alarm is pulled once a lockdown has been called, staff and students shall not respond as they normally would to a fire alarm, but shall remain locked down, if it is safe to do so. Staff and students must always be aware of other dangers such as fire, and be prepared to respond accordingly in order to ensure their own safety.

12. Procedures to End Lockdown:

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

13. Lockdown Training:

- a) Orientation for new teachers should include mandatory lockdown training.
- b) Schools should establish a method to conduct lockdown review training for all staff, as early in the school year as possible.
- c) Any training provided to students with special education needs should be consistent with the expectations and accommodations outlined in their Individual Education Plans.
- d) Best efforts should be made to include all staff, including part-time, itinerant, or occasional staff, in this training. When conducting training, schools should consider how best to include all stakeholders in the school, including community groups, any municipal services that have space in the school, bus drivers, parents, and child care staff.
- e) Schools should consider assemblies to train secondary students on lockdown procedures. Due to the young age of some elementary students, it is suggested that classroom teachers be responsible for training students at the elementary level.
- f) Where possible, it is advantageous to have police partners present during training, and to assist with the training of staff and students. Fire and EMS should be invited to training sessions.
- g) Information for parents may include newsletters, school or board websites or an invitation to an evening session on lockdown plans.



Procedure: Emergency Measures – Lockdown Planning

Effective Date: November 28, 2011.

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14. Lockdown Drills:

Each school shall conduct a minimum of two lockdown drills during each school year with possibly one of the said drills as a non routine drill (e.g. a drill which takes place at recess).

- a) School personnel should work cooperatively with police partners on drills.
- b) The Principal is responsible to set the date of drills and over-see the drill, with police support/assistance.
- c) Schools should consider including Fire and EMS during drills, so they become familiar with lockdown plans.
- d) Staff, students, child care workers, community partners and school visitors should be given some warning of an impending drill. Drill procedures should indicate whether parents are to be notified prior to or after a lockdown drill.
- e) Procedures should include a plan to alert neighbouring schools of lockdown drills, especially if Fire and EMS have been invited to participate.
- f) A short debriefing should be included after all drills, to identify areas of improvement.
- g) Appropriate documented records of the drills (date and time) shall be kept at the school.

15. Communications:

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

16. School Recovery Following a Lockdown:

- a) A debriefing should occur in all situations following a lockdown. The nature and severity of the incident will dictate who should be included in the debriefing.
- b) In serious situations where injuries or loss of life occurs, the board's trauma response plan will normally be initiated.
- c) Parents will be kept informed of the school recovery process.



Procedure: Emergency Measures – Lockdown Planning

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17. Lockdown Plan Review:

- a) Each school plan, as well as the board plan, shall be thoroughly reviewed annually.
- b) A page should be included within the plan that allows for documentation of when the plan was reviewed and who reviewed it, along with a signature area.

IV. Definitions

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

Barricading is creating a further barrier to a classroom or office that would obstruct the entry of an intruder, should the locked door be compromised. Barricading can be done by a number of means, including but not limited to adding a secondary locking mechanism or blocking the doorway with a large moveable object or with multiple smaller moveable objects. The barricade should be capable of being removed to allow exit from the room once the lockdown incident has been resolved.

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

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

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

V. Related Information

Related Board Policies / Procedures

POLICY: Emergency Measures

POLICY: Emergency Plans

Appendices for this Procedure

Appendix A – Lockdown Script

Appendix B – Classroom Lockdown Procedures

Appendix C – Frequently Asked Questions

Appendix D – Parent Information Letter

Appendix E – Principals’ Annual Checklist

Related Board Appendices

Appendix A: Emergency Measures – Reference Guide

Appendix B: Emergency Measures – Crash Bag Contents

Ministry of Education

2015 Provincial Model for a Local Police/School Board Protocol (Appendix B).



Appendix A: Emergency Measures Procedure

Lockdown Planning – Lockdown Script

Effective Date: November 28, 2011.

Last Revision Date: (24-Apr-17)

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Appendix A: Lockdown Script

LOCKDOWN! LOCKDOWN! LOCKDOWN!

This is not a drill.

Students return to your classrooms immediately.

Teachers lock down your classrooms.

[Wait 10 seconds.]

LOCKDOWN! LOCKDOWN! LOCKDOWN!

This is not a drill.

Students return to your classrooms immediately.

Teachers lock down your classrooms.

[Wait 10 seconds.]

LOCKDOWN! LOCKDOWN! LOCKDOWN!

This is not a drill.

Students return to your classrooms immediately.

Teachers lock down your classrooms.

[School bell should be ringing constantly.]



Appendix B: Emergency Measures Procedure Lockdown Planning – Classroom Lockdown Procedures

Effective Date: November 28, 2011.

Last Revision Date: (24-Apr-17)

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Appendix B: Classroom Lockdown Procedures

Pre-Lockdown Questions

Do you have the ability to lock your classroom door?

Yes. No.

In the event of an extended lockdown, do you have access to all necessary emergency medications for prevalent medical conditions such as anaphylaxis, diabetes, asthma, and epilepsy for students in your class.

Yes. No.

Lockdown Procedure (Classrooms & Secure Areas)

- LOCK ALL DOORS;
- Stay away from doors and windows;
- Turn off lights;
- Close blinds;
- Beware of sight lines;
- If there is a window in the classroom door, consider covering window;
- Take cover if available (get behind something solid);
- Remain absolutely quiet;
- Take attendance;
- No cell phone use unless necessary to communicate regarding the incident; phones that are being used for this purpose should be put on vibrate; and all others should be shut off; and
- Consider barricading doors where possible, in addition to locking them.

Additional Lockdown Procedure for Portables:

- Arranged all desks in a circle and tipped onto their sides with desktops facing out;
- Gather students and staff within the circle and remain down on the floor, below the top edge of the desks.



Appendix C: Emergency Measures Procedure Lockdown Planning – Frequently Asked Questions

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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Appendix C: Frequently Asked Questions

1. What is emergency preparedness?

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

2. How can I stay informed?

The Board will broadcast emergency messages, when necessary, using a number of media. General emergency messages, including early and late school openings and closing can be found on the school board's website. Emergency messages are also transmitted to local media, including television and radio stations. Parents are encouraged to use these media sources for updates on emergency situations. During an emergency, parents should refrain from calling the school as it overloads phone lines and interferes with the work staff must undertake during a lockdown.

3. How will my child's school handle an emergency situation?

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

4. How can I see the security plan for my child's school?

The Board does not release this type of specific information, pursuant to the Municipal Freedom of Information and Protection of Privacy Act. This law provides specific exclusions to the type of information that can be released. A crisis management plan serves as the template that schools use to construct their own site-specific plans.

5. When is a lockdown used?

Lockdown is used when there is a major incident or threat of school violence within the school, or in relation to the school.

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

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



Appendix C: Emergency Measures Procedure Lockdown Planning – Frequently Asked Questions

Effective Date: November 28, 2011.

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6. What will the school board do if an emergency situation occurs while students are in school?

The specific actions taken by school personnel in any emergency situation, both board-wide and at individual schools, will depend on the specifics of the situation. Any action taken would depend on several factors, including the level of threat and the advice or directive of local, provincial and federal agencies. The safety of students and staff members will be the primary concern in any decision.

7. Will I be allowed to pick up my child?

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

8. Does the school have a parent/child reunification plan?

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

9. Will I be given the evacuation and parent reunification locations ahead of time?

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

10. Are schools stockpiling food and water?

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

11. What if my child is riding a school bus at the time of the crisis?

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



Appendix C: Emergency Measures Procedure Lockdown Planning – Frequently Asked Questions

Effective Date: November 28, 2011.

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12. Can I pick up my child?

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

13. Who can pick up my children?

Children will not be released to individuals who are not authorized to do so on the student's emergency card or who do not have written parent authorization. Parents and guardians are encouraged to update the emergency contacts as needed throughout the school year.

14. What about my child's medication?

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



Appendix D: Emergency Measures Procedure Lockdown Planning – Parent Information Letter

Effective Date: November 28, 2011.

Last Revision Date: (24-Apr-17)

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Appendix D: Parent Information Letter

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

Dear Parents/Guardians:

The Renfrew County Catholic District School Board has a primary responsibility to ensure the safety of students and staff inside Board buildings and on Board property. In partnership with the local Police Services, a board-wide safety emergency school lockdown procedure plan has been developed.

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

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

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

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

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

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

Sincerely,

[Principal Name]



Appendix E: Emergency Measures Procedure Lockdown Planning – Principals' Annual Checklist

Effective Date: November 28, 2011.

Last Revision Date: (24-Apr-17)

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Appendix E: Principals' Annual Checklist

- ☐ School Floor and Building Plans (paper & electronic) in Crash Bag.
[Part III, s. 2]
 - ☐ Staff Trained in Initiating Lockdown & Lockdown Script in Main Office.
[Part III, s. 3, Appendix A]
 - ☐ All Teachers including occasional, part time or itinerant) can lock their classrooms and have a copy of Classroom Lockdown Procedures.
[Part III, s. 4, Appendix B]
 - ☐ Washrooms (Elementary Schools): adult in close proximity assigned to check prior to lockdown, if safe.
Washrooms (Secondary Schools): students trained to get out of washrooms immediately and get to nearest classroom.
[Part III, s. 6]
 - ☐ Lockdown Procedure for Open Areas and Related Training.
[Part III, s. 7]
 - ☐ Lockdown Procedure for Outside School and Related Training.
[Part III, s. 7]
 - ☐ Child Care & Other Facility Occupants informed of Lockdown Procedures.
[Part III, s. 8]
 - ☐ Staff & Student Lockdown Training Completed: _____
[Part III, s. 13]
 - ☐ Information on Lockdown Procedure Sent to Parents.
[Part III, s. 15 (b), Appendix C and Appendix D]
 - ☐ Dates Lockdown Drills Conducted: _____ & _____
[Part III, s. 14]
 - ☐ Date of most recent review of Lockdown Plan: _____
[Part III, s. 17]
- [Emergency Measures – Lockdown Planning Procedure references in square brackets.]



PROCEDURE: Emergency Measures - Tornado

Effective Date: June 10, 2013.

Last Revision Date: (N/A)

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PROCEDURE: Emergency Measures - Tornado

I. Overview / Procedure Description

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

II. Areas of Responsibility

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

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

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

III. Procedure Steps / Checklist

1. Tornado General Guidelines:

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

2. Signs of Approaching Tornado:

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



PROCEDURE: Emergency Measures - Tornado

Effective Date: June 10, 2013.

Last Revision Date: (N/A)

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3. Tornado Watch:

When conditions are favourable for the development of severe thunderstorms with one or more tornadoes.

- Monitor local weather station for notice of tornado warning for your location.
- Communicate with appropriate Superintendent of Education or designate.

4. Tornado Warning:

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

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

EXAMPLE: Recommended Position



5. Post Tornado:

- Keep students assembled in an orderly manner, in a safe area away from broken glass and other sharp debris, and away from power lines, puddles containing power lines, and emergency traffic areas.
- While waiting for emergency personnel to arrive, carefully render aid to those who are injured.
- Keep everyone out of damaged parts of the school; chunks of debris or even that whole section of the building may fall down.
- Ensure nobody is using matches or lighters, in case of leaking natural gas pipes or fuel tanks nearby.
- It is very important for teachers, principals and other adult authority figures to set a calm example for students at the disaster scene, and reassure those who are shaken



PROCEDURE: Emergency Measures - Tornado

Effective Date: June 10, 2013.

Last Revision Date: (N/A)

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6. Pre-Tornado Safety Planning:

- a) **SAFE LOCATIONS:** designate the safer or safest locations in your school; assign a safe location to each classes; assign a general safe indoor location to students who are outdoors.
- b) **COMMUNICATIONS:** plan to have alternative means of communications in the event of electrical failure (i.e. cell phones for portables; megaphone, if power out).
- c) **SCHOOL SCHEDULE** plan should accommodate beginning or end of school day, recesses, class change times as well as during class time.
- d) **DISABLED STUDENTS:** make special provisions for disabled students in your tornado safety plan.
- e) **DRILL:** tornado drills should be practiced at least once per year.
- f) **SCHOOL BUSES:** If a school bus is caught in the open when a tornado is approaching, the children should be escorted to a nearby ditch or ravine and made to lie face down, hands over head. They should be far enough away so the bus cannot topple on them.

IV. Definitions

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

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

tornado classification system:

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

[Scale developed by Professor Theodore Fujita, University of Chicago]

V. Related Information

Related Board Policies / Procedures

POLICY: Emergency Measures

POLICY: Emergency Plans

Related Board Appendices

Appendix Emergency Measures – Crash Bag Contents

Appendix Emergency Measures – Reference Guide



POLICY: Emergency Plans

Category (Facilities)

Effective Date: November 25, 2002.

Last Revision Date: (1-Jan-12)

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POLICY: Emergency Plans

I. Purpose of Policy

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

II. Policy Statement

1. Local, Provincial and Federal Authorities:

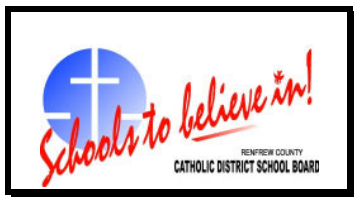
- a) The Board shall cooperate with the local, Provincial and Federal authorities in emergency situations and in cases of a declared local or regional pandemic or disaster.
- b) The Board shall permit the use of a school or school property for emergency use by first responders and/or the general public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

2. School Responsibilities:

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

3. Additional School & Worksite Requirements

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



POLICY: Emergency Plans

Category (Facilities)

Effective Date: November 25, 2002.

Last Revision Date: (1-Jan-12)

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4. Guideline for Emergency Plan Procedures

Emergency Plan Procedures shall:

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

5. Plan Reviews:

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

III. Definitions

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

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

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

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

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

IV. Related Information

Procedure for this Policy

Procedure: School Fire Safety Plan

Related Board Policies and Procedures (Facilities)

POLICY: Emergency Measures

Procedure: Bomb Threat Planning

Procedure: Earthquake

Procedure: Lockdown Planning

Procedure: Tornado

Related General Appendices (Facilities)

Appendix A: Emergency Measures – Reference Guide

Appendix B: Emergency Measures – Crash Bag Contents

Renfrew County Catholic District School Board



POLICY: Emergency Plans

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Related Board Policies (Schools & Students)

POLICY: Safe Schools – Access to School Premises

POLICY: Safe Schools – Code of Conduct

Related Board Policies (Human Resources)

POLICY: Workplace Violence



**Procedure: Emergency Plans –
School Fire Safety Plan**

Effective Date: October 24, 2011.

Last Revision Date: (N/A)

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Procedure: School Fire Safety Plan

I. Overview / Procedure Description

To ensure that Board schools are in compliance with their statutory obligations for school fire safety plans.

II. Areas of Responsibility

- a) School principals shall develop a fire safety plan for their schools, conduct and record fire evacuation drills as required, and review the fire safety plan with school staff annually.
- b) The Plant Services Department has the responsibility for monitoring and overseeing that school fire drills are conducted as required under its general responsibility for management of Board facilities and for health, safety and security management.
- c) The Supervisory Officer has responsibility for monitoring the annual review of fire safety plans with school staff.

III. Procedure Steps / Checklist

1. Fire Safety Plan:

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

2. Statutory Requirements for a Fire Safety Plan:

- a) Each school's fire safety plan shall include:
 - i) the emergency procedures to be used in case of fire including sounding the fire alarm, notifying the fire department, provisions for access for fire fighting, instructing occupants on procedures to be followed when the fire alarm sounds, evacuating endangered occupants and confining, controlling and extinguishing the fire,
 - ii) the appointment and organization of designated supervisory staff to carry out fire safety duties,
 - iii) the instruction of supervisory staff and other occupants so that they are aware of their responsibilities for fire safety,
 - iv) the holding of fire drills including the emergency procedures appropriate to the building,
 - v) the control of fire hazards in the building, and
 - vi) the provision of alternative measures for the safety of occupants during any shutdown of fire protection equipment and systems or part thereof, and instructions, including schematic diagrams, describing the type, location and operation of building fire emergency systems,
- b) A master copy of the Fire Safety Plan shall be kept in the Main Office of the school.
- c) Each school's fire safety plan shall be reviewed as often as necessary, but at least annually on or before August 31st of each school year.

3. Frequency of Fire Drills:

- a) School principals shall hold evacuation fire drills three times in each of the fall and spring school terms.
- b) The principal of an evening class or classes or of a class or classes conducted outside the school year shall hold at least one emergency drill in the period during which the instruction is given.



**Procedure: Emergency Plans –
School Fire Safety Plan**

Effective Date: October 24, 2011.

Last Revision Date: (N/A)

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4. School Record of Fire Drills:

Each school principal shall maintain a record of fire drills held in the prior school year until at least August 31st of the next school year.

5. Review of Fire Safety Plan with Staff

The principal or designate of each school shall:

- a) review the school's Fire Safety Plan with staff on or before September 1st of each school year;
- b) keep a record to indicate that the Fire Safety Plan has been reviewed with staff; and
- c) advise the Supervisory Officer that the review has taken place.

IV. Related Information

Related Board Policies / Procedures

POLICY: Emergency Plans

Legislation

Fire Protection and Prevention Act, 2007.

Ontario Regulation 213/07 – Fire Code, section 2.8 (Emergency Planning).

Education Act.

Ontario Regulation 298 – Operation of Schools – General, section 6 (Emergency Procedures).



POLICY: Indoor Air Quality

Category (Facilities)

Effective Date: May 20, 1997,

Last Revision Date: (N/A)

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POLICY: Indoor Air Quality

Rationale:

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

Personnel Affected by Policy:

All pupils, teaching and non-teaching staff.

Organizational Authority:

The Board

Regulations:

1. **SIGNS OF POOR VENTILATION**
Signs of poor ventilation are drowsiness, headaches and nausea.
2. **AIR EXCHANGE**
 - a) To ensure proper ventilation in the classrooms and administration areas of the school, staff using these areas shall open a window at least three (3) times daily during the cold weather.
 - b) The windows shall be opened for approximately ten (10) minutes when the rooms are vacated by a majority of the inhabitants, preferably during the morning recess, lunch break and afternoon recess.
3. **EQUIPMENT AND FURNITURE PLACEMENT**
 - a) Locate photocopiers, laminators and other such equipment in ventilated areas, or close to a window which can be opened.
 - b) Place furniture and equipment appropriately to prevent obstruction of windows used for ventilation.
 - c) Do not block supply or exhaust grills.
 - d) Furniture, equipment, carpets etc., should not be brought into the school without Board approval, as these articles may hold dirt, dust, pet hair, dander, molds, fungi and other allergens.
 - e) Use good housekeeping practices.
4. **PLANTS**
Uncared for potted plants support fungal and mold growth. Plants can improve indoor air quality and relative humidity levels, however, they must be maintained by the provider or designate.
5. **ANIMALS**
See Living Things in School Policy in the Schools & Students policy category.



POLICY: Pupil Accommodation Review

Category (Facilities)

Effective Date: April 28, 1980.

Last Revision Date: (30-Nov-15)

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POLICY: Pupil Accommodation Review

I. Purpose of Policy

To set out the process the Board will follow in the closure or consolidation of one or more of its schools and to comply with the Ministry of Education's *Pupil Accommodation Review Guideline*, March 2015. Implementation of this Policy is supported by the Board's corresponding Procedure which reflects the minimum requirements as outlined in the Ministry's Guideline.

II. Policy Statement

1. Guiding Principles:

- a) The Board is committed to support student achievement through providing quality education for all students under its jurisdiction in healthy and safe environments and by optimizing the use of facilities and resources.
- b) In the school closure or school consolidation process the school's value to the student and the value to the school board must be considered.
- c) The final decision regarding the accommodation solution, including closure of a school or a group of schools, rests solely with the Board of Trustees in accordance with this policy.

2. Initial Board Decision:

- a) The Board may initiate a School Accommodation Review where school reorganization and consolidation may be considered to be educationally and/or operationally advisable.
- b) Wherever possible, accommodation reviews should focus on a group of schools within a school board's planning area rather than examine a single school. These schools would be reviewed together because they are located close enough to the other schools within a planning area to facilitate the development of viable and practical solutions for student accommodation.
- c) Wherever possible, schools should only be subject to a pupil accommodation review once in a five-year period, unless there are circumstances determined by the RCCDSB, such as a significant change in enrolment.

3. Accommodation Review:

- a) If the Board is considering the closure or consolidation of a school or schools which offer elementary or secondary regular day-school programs, the Board of Trustees shall decide whether to implement a full Accommodation Review requiring the establishment of an Accommodation Review Committee or a modified Accommodation Review process which does not require the establishment of an Accommodation Review Committee.
- b) The decision to establish a pupil accommodation review will occur only after the Board administration has undertaken the necessary assessment of long-term capital and accommodation planning options for the school or schools.
- c) The (March 2015) Ministry of Education document, *Pupil Accommodation Review Guideline*, as amended from time to time, is posted on the Board website after this Policy and is available at the Board offices.



POLICY: Pupil Accommodation Review

Category (Facilities)

Effective Date: April 28, 1980.

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4. Accommodation Review Process Not Required:

In the following circumstances the Board is not obligated to undertake an Accommodation Review. As indicated in the Ministry of Education's *Pupil Accommodation Review Guideline*, should the Board be required to address the situations listed below, the Board will inform school communities about the proposed accommodation plans for the students prior to a decision being made by the Board of Trustees.

- a) Where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary as identified through the board's existing policies;
- b) Where a replacement school is to be built by the board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the board's policy;
- c) When a lease for the school is terminated;
- d) When a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- e) When a board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- f) Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- g) Where there are no students enrolled at the school at any time throughout the school year.

Further, the Board will provide written notice of the exemption from a Pupil Accommodation Review to the affected local municipality (upper tier and lower tier) via the Clerk's Department as well as to other community partner organizations that previously expressed interest in the Board's school accommodation decisions. Notice shall also be provided to the Directors of Education of the co-terminous school boards and the Assistant Deputy Minister of the Financial Policy and Business Division of the Ministry of Education. Notices shall be provided within 5 business days after the decision to proceed with an exemption has been approved by the Board of Trustees.

5. Accommodation Review Consultation and Final Board Decision:

- a) Whether the Board chooses to undertake a full Accommodation Review or a modified Accommodation Review, the focus of the Accommodation Review will be the option(s) and recommended option contained in the Initial Board Staff Report. The recommended option must also include a proposed accommodation plan which contains a timeline for implementation of the proposed solution and a transition plan to be undertaken after the Board of Trustees have made the decision to close a school.
- b) The options in this Initial Board Staff Report may be amended if either consultation process results in a proposed solution that supports student achievement in a safe and healthy environment over the long-term.
- c) Upon completion of the consultation phase, Board Staff will prepare the Final Board Staff Report for the Board of Trustees' consideration.
- d) The Board of Trustees will make the final decision regarding the future of the school(s) after having received the Final Board Staff Report which is to also include the compiled input from public delegations (if any).



POLICY: Pupil Accommodation Review

Category (Facilities)

Effective Date: April 28, 1980.

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- e) The Board of Trustees has the discretion to approve the recommendation contained in the Final Board Staff Report as presented, to modify the recommendation contained in the Final Board Staff Report, or approve a different outcome. The final decision to close a school must include clear timelines regarding the closure and must include a transition plan to be communicated to all affected school communities within the Board.
- f) The Final Board Staff Report must be publicly posted no fewer than 10 business days after the final Pupil Accommodation Review public meeting. From the posting of the Final Board Staff Report, there must be no fewer than 10 business days before the public delegations to the Board of Trustees. There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees regarding the accommodation solution for the school or schools under review.

6. Review of the School Accommodation Review Process:

- a) A review of the Board's school accommodation review process may be sought in accordance with Ministry of Education's, *Administrative Review of Accommodation Review Process* document, as amended from time to time.
- b) The above document is posted on the Board web page after this Policy and is available at the Board offices.

7. Accommodation Review Procedure:

- a) Board administrative staff will develop any necessary procedure(s) to implement this Policy and to comply with the Ministry of Education guidelines. Procedures shall be approved by the relevant Supervisory Officer and posted on the Board web page.
- b) The supporting Procedure outlines the approach to a full Accommodation Review in which an Accommodation Review Committee is established and guided by requirements contained in the Terms of Reference Document. The supporting Procedure also includes a modified Accommodation Review process not requiring an Accommodation Review Committee, but initiated by specific criteria. As a reference document for either approach to consultation, Appendix B provides a School Information Profile template as an orientation document.

III. Related Information

Procedure / Appendices for this Policy

Procedure: Accommodation Review Process

Appendix A: Accommodation Review Committee (ARC) Terms of Reference

Appendix B: School Information Profile Template

Ministry of Education

Ministry of Education. (March 2015). Pupil Accommodation Review Guideline.

Ministry of Education. (March 2015). Community Planning and Partnership Guideline

Ministry of Education. (June, 2009). Administrative Review of Accommodation Review Process



PROCEDURE: Accommodation Review Process

Effective Date: June 28, 2010.

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PROCEDURE: Accommodation Review Process

I. Preamble

Prior to the adoption of the Policy and the Procedure regarding the Accommodation Review Process, as required by the Ministry of Education's March 2015 Pupil Accommodation Review Guideline, the Renfrew County Catholic District School Board gave its local communities an opportunity to provide input on the approaches set out for both the Pupil Accommodation Review process and the Modified Pupil Accommodation Review process.

II. Overview / Procedure Description

To set out the procedures for a full Pupil Accommodation Review process and for a Modified Pupil Accommodation Review process in accordance with the Ministry of Education's March 2015 Pupil Accommodation Review Guideline.

It is the Board of Trustees decision to direct the Board to undertake an accommodation review using the full Pupil Accommodation Review process or to undertake an accommodation review using the Modified Pupil Accommodation Review process.

II. Areas of Responsibility

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

Board staff involved in the Modified Pupil Accommodation Review process.

III. Determination of the Need for an Accommodation Review

- (a) The Board may initiate a School Accommodation Review where school reorganization and consolidation may be considered to be educationally and/or operationally advisable.

School Analysis Criteria

An elementary school or secondary school within the RCCDSB-identified planning area may be identified as part of an accommodation review if:

- utilization of the building is at 60% utilization or lower for two years or more or projected to be at 60% utilization or lower over the 10-year projection period;
- the building condition is resulting in significant renewal costs or is projected to result in significant renewal costs over the 10-year projection period; or
- the ability to deliver elementary or secondary program is impacted by low enrolment or projected low enrolment where such an impact may result in operational challenges for the Board to provide consistent program offering across its jurisdiction currently or over the 10-year projection period.
- The Board has considered, at a minimum:
 - moving attendance boundaries and programs to balance enrolment between schools;
 - offering to lease underutilized space within a school to community partner who can pay the full cost of operating the underutilized space (i.e., local municipality; co-terminous school board); and/or
 - decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.



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- (b) As a requirement of the Board's Community Planning and Partnership Policy and Procedure, the Board Staff will meet with the local municipalities where Pupil Accommodation Reviews may be contemplated as well as community organizations that participate in the Board's Community Planning and Partnership initiatives to determine whether or not there are potential, immediate (within one to two years) partnership opportunities to effectively utilize surplus space and where such partnerships would be of benefit to the students.

Such a meeting may be scheduled outside of the required annual Community Planning and Partnership meeting.

The Board will present the portion of its capital plan for the area in which staff have identified surplus space and request that as part of the meeting, the organizations invited prepare to bring relevant planning information, including but not limited to, 10-year population projections by age cohort, 10-year development projections by unit type, community needs, land use and green space/park requirements. The Board is to listen to what needs or plans community partners may have.

- (c) The invitation list, the attendance sign-in sheet and any information exchanged shall be formally documented by the Board. This information shall be provided as part of the Initial Staff Report to the Trustees for consideration in the implementation of a Pupil Accommodation Review.
- (d) If Community Groups or Municipality have indicated a desire to be kept apprised of any Pupil Accommodation Reviews within their communities prior to the establishment of an Accommodation Review, their representatives will be invited to meet with the Board Staff to discuss and provide comments on the recommended option(s) in the Board's Initial Staff Report after the Report has been submitted to the Board of Trustees and the Board of Trustees has initiated a Pupil Accommodation Review.

These groups are required to provide input on the recommended option(s) before the Final Public Meeting. If no response is received by the day before the Final Public Meeting, the Board will consider this to be a nil response and would have met its obligation to solicit input from the identified parties.

IV. Initial Board Staff Report and Final Board Staff Report

In accordance with the RCCDSB's existing policy, both reports described below are to be made available to the public and posted on the board's web page.

1. Initial Board Staff Report

- (a) The Initial Board Staff Report submitted to the Board of Trustees for its consideration of the implementation of an Accommodation Review must contain one or more options to address the accommodation issues. Each option developed must have a supporting rationale. If there is more than one option presented for the Board of Trustees' consideration, a recommended option must be identified.



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The Initial Board Staff Report must also provide information regarding the assessment of the Board's long-term capital and accommodation planning directions for the school or schools under review, including any partnership interests expressed by community groups or municipalities as part of the Board's discussions with these entities as described in Part III (b) with a section of the Initial Board Staff Report providing the documentation referenced in Part III (c). The Initial Board Staff Report is to also include a rationale for the actions taken and for the actions considered but not taken as part of this long-term capital and accommodation planning process having consideration for Part III (a) entitled "School Analysis Criteria".

- (b) The option(s) included in the Initial Board Staff Report will, at a minimum, address the following:
- Accommodation issue(s) for the school(s) under review;
 - Where students would be accommodated;
 - If proposed changes to existing facility or facilities are required as a result of the Pupil Accommodation Review;
 - Identification of any program changes as a result of the proposed option;
 - Impact on student transportation if the proposed option occurred;
 - Availability of funding to support the Accommodation Review solution;
 - The impact or revision to the proposed option if funding is not available;
 - Relevant information obtained from the affected municipality and other community partners prior to the commencement of the Pupil Accommodation Review, including any confirmed interest in using the underutilized space;
 - Timeline for implementation of the recommended option.
 - In the case of the Board's Recommended Option, the timeline is to include the timing for a transition plan.
 - A transition plan is to be implemented in consultation with parents/guardians of students impacted and staff through a separate committee established following the Board of Trustees' decision to consolidate and/or close a school or schools.
- (c) The Initial Board Staff Report must also include a recommendation to the Board of Trustees to direct the Board Staff to undertake either a Full Accommodation Review Process or a Modified Accommodation Review Process. In the event of a recommendation to undertake a Modified Accommodation Review Process, the Initial Board Staff Report must provide a rationale based on two or more of the criteria set out in Part VI of this Procedure. Despite meeting two or more of the criteria referenced in Part VI of this Procedure, Board Staff may recommend undertaking a Full Accommodation Review Process.
- (d) The Initial Board Staff Report is to also include the completed School Information Profile (SIP) for each school proposed to be part of the Accommodation Review.
- (e) This report is to be posted on the Board's web page upon approval of the report by the Board of Trustees.

2. Final Board Staff Report

Upon completion of the pupil accommodation review process Board Staff will submit the Final Board Staff Report to the Board of Trustees for its consideration of the Recommended Option. This report must be posted to the Board's web page no later than 10 business days after the required Pupil Accommodation Review Final Public Meeting.



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The Final Board Staff Report will be a revision of the Initial Board Staff Report but must contain documentation of the community consultation which was undertaken as part of the Accommodation Review. Such documentation is to include input from:

- The Accommodation Review Committee (ARC) in the case of a Full Accommodation Review Process;
- The community in general as a result of public meetings, e-mails, phone calls, faxes, etc.;
- The municipalities and other community partners prior to and during the Accommodation Review process.

As a result of consultation and input, Board Staff may choose to amend the proposed options or the recommended option that were included in the Initial Board Staff Report. Staff may choose to include new options developed as a result of consultation. Staff may also choose to change the recommended option originally identified in the Initial Board Staff Report as a result of the findings of the consultation process.

The Recommended Option in the Final Board Staff Report must address, at a minimum, the points set out in Part IV 1 (b).

V. Full Accommodation Review Process

a) *Appointment of ARC:*

The Board shall appoint an Accommodation Review Committee (ARC) in each planning area where it has determined that school consolidation and closure is a possibility. Membership of the ARC, wherever possible, will include:

- i) one Superintendent of Education or designate, who will act as Chair of the committee;
- ii) one Superintendent of Business or designate, who will act as Secretary of the committee;
- iii) depending on the number of schools under review either one Principal or designate, or two Principals or designates;
- iv) one teacher representative,
- v) one non-teaching representative,
- vi) a parent representative from each school under consideration;
- vii) one community representative from the area under review; and
- viii) such other Board staff as are necessary as resource.

The Chair of ARC will work with the Principal of each school under review to appoint ARC members.

b) *Terms of Reference for the ARC:*

When an ARC is appointed, the Board is to provide the ARC with a Terms of Reference (TOR) document that describes the ARC's mandate supporting its education program and school accommodation objectives resulting in a sustainable strategy to support student achievement and well-being. The TOR template is found in Appendix A.

The Board may review and revise the TOR template prior to a decision leading to the establishment of an ARC if the situation so warrants.

The ARC is required to comply with the Terms of Reference set out in Appendix A and consider the Mandate of the ARC as it relates to only those schools identified as part of the Pupil Accommodation Review.



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The TOR will outline the Board's expectations regarding the roles and responsibilities of the ARC. At a minimum, the ARC is to provide feedback on the accommodation option(s) and the Board Staff recommended option contained in the Initial Staff Report regarding the Pupil Accommodation Review.

The TOR will identify the ARC membership; the role of voting and non-voting Members, including Board and school administration; and describe procedures for the ARC, including the minimum number of working meetings; material, support and analysis to be provided by board administration.

c) *Communications, Timelines and Notices:*

- Notice of the establishment of a Pupil Accommodation Review is to be posted on the Board's website and available in hard copy at the Board office.
- All information or requests provided to the ARC or developed by the ARC will be posted on the Board's Website and made available in hard copy at the Board office.
- Information of a technical nature is to be provided in plain language.
- The Board is to provide written notice of the Board of Trustees' decision to conduct a Pupil Accommodation Review within five business days from the date the decision was approved by the Board of Trustees.
 - Written notice is to be provided to the affected municipality and the County through the Clerk's Department or equivalent as well as other community partners who expressed interest prior to the Pupil Accommodation Review.

The written notice to the parties identified above is to include an invitation for a meeting to discuss and comment on the recommended option(s) in the Initial Board Staff Report. The written notice and invitation must indicate that a response on the recommended option in the Initial Board Staff Report is required prior to the Final Public Meeting.

If no response is received by the day before the Final Public Meeting, the Board will consider this to be a nil response and would have met its obligation to solicit input from the identified parties.

- Written notice is to be provided to the parents/guardians and students of the schools identified as part of the Pupil Accommodation Review. In the case of a Pupil Accommodation Review of Secondary Schools, written notice is also to be provided to the parents/guardians and students of the elementary feeder schools that may be impacted.
- Written notice is also to be provided to the Directors of Education of the co-terminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division for information only.



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- The ARC is required to hold a minimum of two Public Meetings to consult with the community on the accommodation needs for the students in the school or schools under review.
- Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views.
- The first of the minimum of two Public Meetings may take place, at a minimum, 30 business days from the date the Board makes the decision to establish an Accommodation Review. To provide for sufficient time for the ARC to meet, review the SIP(s) and provide input on the Option(s) and Recommended Option contained in the Initial Board Staff Report, the first of the minimum of two Public Meetings will take place no later than 45 business days from the date of the first ARC Working Meeting.
- The First Public Meeting is to include:
 - An overview of the ARC orientation session;
 - The Initial Board Staff Report with the recommended option; and
 - A presentation of the School Information Profiles (SIPs).
- The maximum time between the first Public Meeting and the final Public Meeting must be no more than 100 business days excluding the Christmas, spring and summer breaks including adjacent weekends.
- The total consultation period including the completion and posting on the Board's website of the Final Board Staff Report shall be no more than 110 business days.
- Despite the maximum number of business days for consultation, the Final Staff Report must be posted on the Board's website within 10 business days of the Final Public Meeting. Hard copies are to be made available at the Board Office upon request.
- Public delegations to the Board of Trustees may be scheduled no fewer than 10 business days from the posting of the Final Staff Report and requirements for public delegations are based on the Board's existing policy regarding public delegations.

There must be no fewer than 10 business days between the public delegations and the final decision of the Board of Trustees.

- Timelines for notices of Public Meetings are as follows:
 - Notice of the first of the minimum of the two Public Meetings is to be published at least 15 business days prior to the meeting date.
 - Notice of subsequent Public Meetings is to be published at least ten business days prior to the meeting date.
 - Written notice of the Public Meetings shall be provided to the parents/guardians of the students and the staff of the affected schools, the Clerk of the area municipality and all trustees. Notice of the Public Meetings shall be advertised in the local newspaper(s) and posted on the Board's Website. In the case of a Secondary School ARC, the Elementary feeder schools will be included in the communication process. Notice of the Public Meetings shall be advertised in the local newspaper(s) and posted on the Board's Website.



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- The Board shall notify the public that it will consider delegations regarding the recommendations in the Final Staff Report at scheduled meetings of the Board of Trustees where members of the public shall be afforded an opportunity to present their views and comments to the Board in regard to the accommodation review.
- The notice shall also advise that the Board will not be adopting recommendations at this meeting nor otherwise deciding on the outcome of the accommodation review.
- The Chair of the ARC will present the Final Board Staff Report, previously posted on the Board's Website, to the Trustees
- Written notice of the scheduled meetings of the Board of Trustees shall be sent to the parents of the students and the staff of the affected schools, the Clerk of the area municipality, the Clerk of the County of Renfrew and all Trustees.
- Notice of these meetings shall also be advertised in the local newspaper(s) and posted on the Board's Website.
- Following the Board meeting(s) where the Trustees formally receive delegations regarding the Final Staff Report, Board staff will compile feedback from these delegations and present it to the Board of Trustees with an updated Final Staff Report.
- The Board shall provide at least 10 business days of consideration prior to a scheduled meeting of the Board of Trustees where the Board shall vote on the recommendations related to the Accommodation Review. Where possible, a final decision will not be considered during the Christmas, spring or summer breaks including adjacent weekends.
- The Board of Trustees has the discretion to approve the recommendation contained in the Final Staff Report as presented, modify and then approve the recommendation contained in the Final Staff Report or approve a different outcome.

VI. Modified Pupil Accommodation Review Process

Under certain circumstances, where the potential accommodation option(s) are deemed to be less complex, the Board may elect to undertake a Modified Pupil Accommodation Review where the Board of Trustees must consider and approve the recommendation for a Modified Pupil Accommodation Review as justified in the Initial Board Staff Report.

- A Modified Pupil Accommodation Review requires the completion of the SIP template in Appendix B, but does not require the establishment of an Accommodation Review Committee. As a result, the Terms of Reference set out in Appendix A do not apply.
- Two or more of the following factors may provide justification to recommend the use of a Modified Accommodation Review Process for the closure of a school and the consolidation of the student body into another school:



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Geography	Panel	Distance to Closest School	Projected Utilization Rate of Facility over 10 Years	Number of Students Enrolled at the School where Program delivery is adversely impacted	Projected Number of Students at the School over 10 Years where Program delivery is adversely impacted
Urban (as defined by the Board)	Elementary	10 km or Less	50% or Less	Less than 200 Students	Less than 200 Students
	Secondary	20 km or Less	50% or Less	Less than 400 Students	Less than 400 Students
Rural (as defined by the Board)	Elementary	20 km or Less	50% or Less	Less than 150 Students	Less than 150 Students
	Secondary	32 km or Less	50% or Less	Less than 300 Students	Less than 300 Students

- A Modified Accommodation Review Process may also be initiated when the Board plans to relocate in any school year, or over a number of school years, a program, in which the enrolment constitutes more than or is equal to 50% of the school's total enrolment.
 - This calculation is based on the enrolment at the time of the relocation or the first phase of the relocation if the intent is to carry it out over a number of school years.
- The Board is to prepare an Initial Board Staff Report explaining the rationale for recommending the use of the Modified Accommodation Review Process. This report and the SIPs for the school(s) under review are to be posted on the Board's website and be available in hard copy once the Board of Trustees has approved the Recommendation(s) in the Initial Staff Report.
 - Section III and IV of this Procedure applies, in its entirety, under a Modified School Accommodation Review.
- As such, within 5 business days of the date of the Board of Trustees' decision to conduct a Modified Pupil Accommodation Review, the Board will provide written notice of this decision to each of the Clerks of the affected municipalities and to the County and other community partners that expressed an interest as a result of the actions taken under Section III.
- This notice will include an invitation for a meeting to discuss and comment on the recommended option in the Initial Board Staff Report.
- These groups are required to provide input on the recommended option(s) before the Final Public Meeting (See Part III (d)).
- Notification, for information purpose only is to be provided to the Directors of Education of the co-terminous boards, and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.



PROCEDURE: Accommodation Review Process

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-
- Under the Modified Accommodation Review Process, the Board will conduct one public meeting to:
 - Enable the community to understand the decision to proceed with a Modified Accommodation Review Process;
 - Present a summary of the SIPs of the school(s) under review to help the community understand the reason for including the school(s) and to provide information regarding the school(s);
 - Present the Recommended Option for sustainable student accommodation and seek the community's input.
 - The public meeting is to be held no fewer than 30 business days after the Board of Trustees' approval to proceed with a Modified Accommodation Review Process.
 - The public meeting must be well publicized, in advance, through a range of methods and held at the school or one of the schools under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school or one of the schools.
 - The public meeting is to be structured to encourage an open and informed exchange of views.
 - Board staff will develop the Final Board Staff Report for the Board of Trustees to consider prior to the Board of Trustees making its final decision regarding the accommodation solution for the students impacted in the school(s) under review.
 - The Final Board Staff report is to review any additional options resulting from the Public Meeting and provide the Board Staff recommended option for consideration by the Board of Trustees addressing the points identified in Part IV 1 (b).
 - The Final Board Staff Report must include a Community Consultation Section containing feedback from the public meeting, E-mails, feedback forms, voicemail, school community council updates, newsletters, etc.
 - This section is to also include any information obtained from municipalities and other community partners prior to and during the Modified Pupil Accommodation Review that is relevant to the schools forming part of this review.
 - In the Final Board Staff Report, Board staff may elect to amend or revise the recommended option included in the Initial Board Staff Report.
 - Following the Public Meeting, the Final Board Staff Report must be posted no later than 10 business days from the date of the public meeting and be made available in hard copy.
 - Public delegations to the Board of Trustees may be scheduled no fewer than 10 business days from the posting of the Final Board Staff Report; requirements for public delegations are based on the Board's existing policy regarding public delegations.
-



PROCEDURE: Accommodation Review Process

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-
- There must be no fewer than 10 business days between the date of the meeting in which public delegations were made and the date of the meeting of the Board of Trustees where the final decision will be made.

VII. Related Information

Related Board Policies

POLICY: Pupil Accommodation Review

Appendix A – Accommodation Review Committee (ARC) Terms of Reference

Appendix B – School Information Profile.

Ministry of Education

Ministry of Education. (March 2015). Pupil Accommodation Review Guideline.

Ministry of Education. (March 2015). Community Planning and Partnerships Guideline

Ministry of Education. (June, 2009). Administrative Review of Accommodation Review Process



APPENDIX A: Accommodation Review Committee (ARC) - Terms of Reference (Full Accommodation Review Process)

ARC MANDATE

The Accommodation Review Committee is to review the Initial Board Staff Report and provide comments on the Options, including the Recommended Option or provide options not identified in the Initial Staff Report for consideration. When providing new options, the ARC is to ensure that Part IV 1 (b) is considered.

The Accommodation solution is to support the Board's goal of supporting student achievement through providing quality education for all students under its jurisdiction in healthy and safe environments and by optimizing the use of facilities and resources. The solution is to also consider the long-term benefits to the Board in the operation of its existing facilities and in its ability to provide sustainable program delivery.

The ARC is to comply with the requirements of the RCCDSB's Pupil Accommodation Review Policy, Procedure and the associated Appendices A and B.

ARC ROLE

The ARC is the official conduit for information shared between the Board and the school communities in which the Accommodation Review is ongoing. The ARC is appointed following the Board of Trustees' consideration of the Initial Board Staff Report and shall be deemed fully constituted no later than the first Public Meeting.

The ARC may provide comments on the Initial Board Staff Report and throughout the process, seek clarification on the contents of said report given the community input the ARC is considering. The ARC may also provide other accommodation options; however such options must include a supporting rationale that at a minimum reflects Part IV 1 (b) of the Procedure document.

Consensus regarding the information to be provided to the Board of Trustees is not necessary for the ARC to complete its mandate.

ARC Resource will compile feedback from the ARC and the broader community and ensure that this is fully reflected in the "Community Consultation" section of the Final Board Staff Report to be presented to the Board of Trustees of its consideration.

ARC MEMBERSHIP

Membership of the ARC, wherever possible, will include:

- i) one Superintendent of Education or designate, who will act as Chair of the committee;
- ii) one Superintendent of Business or designate, who will act as Secretary of the committee;
- iii) depending on the number of schools under review either one Principal or designate, or two Principals or designates;
- iv) one teacher representative,
- v) one non-teaching representative,
- vi) a parent representative from each school under consideration;
- vii) one community representative from the area under review; and
- viii) such other Board staff as are necessary as resource.

The Chair of ARC will work with the Principal of each school under review to appoint ARC members.



APPENDIX A: Accommodation Review Committee (ARC)

- Terms of Reference

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ARC USE OF SCHOOL INFORMATION PROFILE DOCUMENT

The completed School Information Profile (SIP) for each school under review (Template provided in Appendix B) is an orientation document to help the ARC and the community understand the context surrounding the decision to include specific schools in the pupil accommodation review. The SIP is focused on the Value of the School to the Students and to the Board and the information contained in the SIP reflects the same point-in-time for comparison purposes.

The ARC may request clarification about information provided in the SIP; however, it is not the role of the ARC to approve the SIP.

ARC WORKING MEETINGS

ARC Working Meetings will be scheduled to help the ARC understand the accommodation issues and accommodation options contained in the Initial Board Staff Report. These Working Meetings are to prepare for each of the two required Public Meetings to be held to seek community input in an open forum.

ARC PROCEDURES

The ARC will consult with the community through a minimum of two Public Meetings. Other forms of communication are encouraged and may take the form of e-mails, feedback forms, voicemail, school community council updates, newsletters, etc. In all cases, information submitted to the ARC or individual members will be reported to the ARC Chair so that it can be shared with the ARC at a scheduled Working Meeting.

The community may include the school community councils, parents, guardians, students, teachers, the local community and any other interested parties.

During the consultation period, the ARC must ensure that a wide range of school and community groups are consulted to seek input and community feedback on the option(s), including the recommended option contained in the Board Initial Staff Report.

To prepare for the required minimum two Public Meetings, the ARC is expected to schedule Working Meetings and all meetings will be conducted in an open, transparent and professional manner. There will be a minimum of 4 Working Meetings as scheduled by Board Staff.

The ARC Chair is responsible for:

- Managing the development of the process according to the ARC mandate, the Terms of Reference and the supporting School Information Profile and Initial Board Staff Report;
- Coordination of the activities of the ARC, requesting support, resources, and information relevant to the ARC's mandate from the RCCDSB staff;
- Ensuring the compilation of all ARC and community input related to the Pupil Accommodation Review received as a result of consultation;
 - This will also include information provided by the affected municipality, the County and any community groups that expressed an interest in the Pupil Accommodation Review prior to the Board of Trustees having approved the implementation of the Pupil Accommodation Review;
- In the event that an ARC member leaves the ARC, the ARC Chair will determine, based on the number of days of consultation that has already taken place, whether or not a replacement ARC member will be required.



APPENDIX A: Accommodation Review Committee (ARC)

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Voting Structure of the ARC

- All sitting Members of the ARC, excluding the ARC Chair and the ARC Secretary, are voting Members of the ARC. ARC Resource Staff are not Members of the ARC.
- ARC Working Meetings may only proceed if there is a quorum of Members. Quorum will constitute 50 percent of the voting members plus 1 additional voting Member of the ARC for the purposes of conducting a Working Meeting.
- The ARC is encouraged to work on a consensus basis. Where a consensus cannot be reached, a simple majority of those voting Members in attendance (50 percent of the voting members plus 1 voting member) will apply.
- If after the ARC is fully constituted, the number of voting members decreases, the ARC will continue to function with quorum being recalculated.
- The use of the voting mechanism is a means of ensuring all voices are recognized in the determination of key points; however, consensus regarding the information provided to the Board of Trustees is not necessary.

Working Meetings and Public Meetings

- The goal of the Working Meetings is to ensure that information is prepared for presentation at each of the minimum two Public Meetings. The materials prepared will support the presentation of the SIP information and the Option(s) contained in the Initial Board Staff Report as well as any options developed by the ARC.
- The First Working Meeting will provide an orientation for the ARC involving the Committee's mandate, a review of the Initial Board Staff Report and a review of the purpose of the School Information Profile (SIP) based on a review of one of the SIPs for a school under review.
- The ARC, in the Second Working Meeting will provide comments or seek clarification on the contents of the SIPs and on the Option(s) including the Recommended Option in the Initial Board Staff Report. This is in preparation for the presentation to the community during the First Public Meeting where input will be sought.
- All other working meetings will focus on the Option(s) including the Recommended Option(s) contained in the Initial Board Staff Report as well as any community input received regarding the schools identified as part of the Pupil Accommodation Review. The ARC may seek clarification from Board Staff or provide suggested revisions or develop alternative option(s) not considered in the Initial Board Staff Report.
- The development of the presentation for the First Public Meeting will highlight the SIP data and all option(s) contained in the Initial Board Staff Report as well as any options that may have been developed by the ARC for consideration and input. This presentation will also include an overview of the first ARC Working Meeting.
- The development of the presentation for the Second Public Meeting will continue the dialogue from the First Public Meeting regarding the Option(s) under consideration and the Draft Recommendation for the Final Board Staff Report. This Draft Recommendation may be the same as what is contained in the Initial Board Staff Report or revised or changed completely.



APPENDIX A: Accommodation Review Committee (ARC)

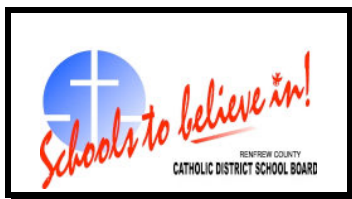
- Terms of Reference

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- Community input or ARC input may result in revisions to the Option(s) or the development of a new Option(s) to be included in the Final Board Staff Report for the Board of Trustees' consideration.
- The ARC Resource staff will:
 - Prepare a timeline outlining the work to be accomplished at each ARC Working and ARC Public Meeting.
 - Work with the ARC Chair to prepare all Working Meeting and Public Meeting agendas and materials.
 - Meeting agendas and materials are to be reviewed and approved by the ARC prior to being made publicly available. All approved materials are to be posted on the Board's Website and available in hard copy upon request.
 - Working Meeting agendas are to be available by e-mail to the ARC Members and posted on the Board's Website at least 24 hours in advance of the scheduled meeting.
 - Ensure that accurate minutes (not verbatim) are recorded. These minutes are to reflect the key points of the discussions that take place and decisions that are made at Working Meetings and at Public Meetings. ARC Meeting minutes will be posted to the Board's Website after the minutes have been approved by the ARC.
 - Respond to requests for information in keeping with the ARC's mandate and in keeping with the schools under review in a timely manner for the ARC's use and if the information is requested from an external party, for the ARC's approval.
 - Prepare all written notices regarding the Public Meetings for distribution to the parents of the students and the staff of the affected schools, the Clerks of the area municipality and the County and all Trustees. Notice of the Public Meetings shall be advertised in the local newspaper(s) and posted on the Board's Website.
- The ARC acknowledges that it may not always be possible to obtain responses to requests for information in time for the next scheduled Working Meeting. If this occurs, ARC Resource staff will provide an estimated availability time.
- ARC Members and community members attending ARC Working and/or ARC Public Meetings are required to sign in.



Appendix B: School Information Profile

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Appendix B: School Information Profile

SCHOOL NAME: _____

I. OVERVIEW

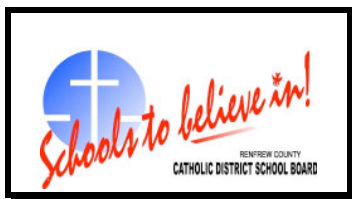
The Ministry of Education's Pupil Accommodation Review Guideline, March 2015, requires that the Renfrew County Catholic District School Board (RCCDSB) develop a School Information Profile (SIP) and complete the SIP for each school being reviewed from the perspective of the same point in time.

All SIPs completed for an Accommodation Review will draw from information available to the Board as at the last complete school year. Information may be updated to reflect the ongoing school year if it is recognized as being relevant to support the ARC's mandate.

The SIP is intended as an orientation document to help the ARC and the community understand the context surrounding the decision to include the identified schools in a Pupil Accommodation Review. This results in an understanding of the facilities under review.

The ARC is to review the SIPs and request clarification where needed prior to the SIPs being presented at the First Public Meeting as an information tool. Approval of the SIPs by the ARC is not a requirement of the Pupil Accommodation Review Process.

SCHOOL NAME	ADDRESS



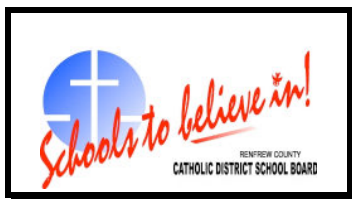
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School Information		Source
Year(s) Constructed (original building and additions if applicable)		
Distance to the next closest RCCDSB school, offering a similar program		
The School Attendance Area (boundary) Map and an Air Photo indicating the land use surrounding the area of the school is available at Tab in the ARC Binder		
A Planning map of the school with zoning, OP or secondary Plan land use designations is available at Tab in the ARC Binder		
Size of permanent structure in m ²		
Site Size in m ²		
Green Space and/or hard surfaced outdoor play area (m ²)		
School Ministry Rated Capacity		
Space Template setting out the configuration of the school based on room type and use as well as identifying any additions is available at Tab in the ARC Binder		
# of Portables on Site		
# of Portables in Use on Site		
Availability of Parking – Number of Parking Spaces		
Comment on adequacy of parking		
Designated Student drop-off and pick-up area on site (Y/N)		
Bus-loop (Y/N)		
Comment on ease of car/bus access to the parking areas and to the street from the parking area/bus loop/drop-off/pick-up area		
Number of Classrooms (excl. Portables)		
List Specialized Spaces (e.g., Gym, Science Room, etc.)		
Accessibility (provide information indicating areas of accessibility, e.g., ramp, washroom, etc.		
List available outdoor play areas (e.g., soccer field, track, playground)		



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Program Offering		Source
Regular Track		
French Immersion		
Specialized (please provide type), i.e., Gifted		
Grade configuration		
Grade organization (i.e., combined grades – splits, etc.)		
Other (please specify)		

Instructional Profile		Source
Staffing		
Current teaching staff		
Current non-teaching staff		
Current support staff		
Current itinerant staff		
Current administrative staff		
Total current staff		
Overall impact over next 5 years		
List of course offering available in addition to the Core Curriculum requirements		
What programs if any, does the school have to support student success		
Student achievement data: Provision of EQAO report for current year and other measures Board may have in use		
What pathways/programs (planned route leading to direct entry into e.g., independent living, work, apprenticeship, college, university) does the school offer?		
What specialist high-skills majors does the school offer?		
What is the expectation of expansion on the specialist high-skills major given the enrolment projections for the school?		
List of extra-curricular activities available (volleyball, basketball, etc.)		
List of co-curricular activities available (band, choir, etc.)		
List of before and/or after school programs (e.g., Breakfast Club)		



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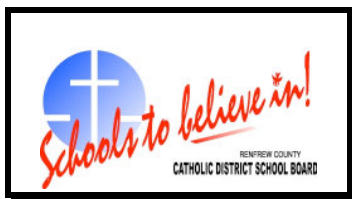
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Financial Analysis of School	Cost	Source
Current Per pupil cost to operate the school (administration, operating, utilities and maintenance)		
5-year projected per pupil cost to operate the school (administration, operating, utilities and maintenance)		
Current transportation cost		
5-year projected transportation cost		
Board average per pupil cost to operate a school (administration, operating, utilities and maintenance)		
Board average transportation cost		
Replacement Value of the School Building		
Current Cost of needed Repairs (VFA data)		
Current Facilities Condition Index (FCI) (current unmet renewal needs as a % of replacement value)		

Ten-year history of major facility improvements (item and cost) with the source being the VFA Database

Year	Facility Repair	Cost
TOTAL ACTUAL EXPENDITURES OVER 10-YEAR PERIOD		
CURRENT FCI BASED ON CURRENT COST OF NEEDED REPAIRS AS A % OF REPLACEMENT VALUE		



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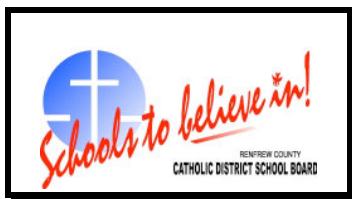
Five-year projected major facility improvements (item and cost) beginning with Year _____ with the source being the VFA Database

Year	Facility Repair	Cost
TOTAL ESTIMATED EXPENDITURES OVER 5-YEAR PERIOD		
PROJECTED FCI AT THE END OF THE 5-YEAR PERIOD		

Five-Year Historic Enrolment by Program and by-grade, totaled to the school level

[NOTE: where there are two or more programs in a school, complete the following table for each program then complete a table rolling up the combined enrolments of the programs to arrive at the total school enrolment. Similarly, apportion the On-The-Ground Capacity by program (may have to prorate based on % of total school enrolment)]

Program NAME	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Junior Kindergarten					
Senior Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Total Enrolment:					
Total On The Ground Capacity:					
Utilization:					



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Actual enrolment for current year and projected enrolment (10 years) by program and by-grade, totaled to the school level.

[NOTE: where there are two or more programs in a school, complete the following table for each program then complete a table rolling up the combined enrolments of the programs to arrive at the total school enrolment. Similarly, apportion the On-The-Ground Capacity by program (may have to prorate based on % of total school enrolment)]

Program Name	Current Year	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Junior Kindergarten						
Senior Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total:						
Total On The Ground Capacity:						
Utilization:						



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Program Name	Insert Yr. 6	Insert Yr. 7	Insert Yr. 8	Insert Yr. 9	Insert Yr. 10
Junior Kindergarten					
Senior Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Total:					
Total On The Ground Capacity:					
Utilization:					

Other School Use Profile:

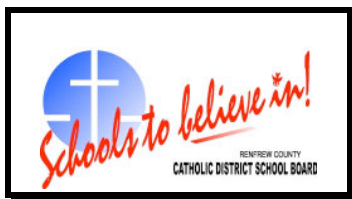
Tab ____ of the ARC Binder provides a list of current non-school programs and/or services resident at or co-located with the school as well as annual revenues to the Board for these programs and/or services. This analysis also indicates whether the program and/or service is offered at full cost recovery.

This section of the Binder also provides a list of current facility partnerships and a list of groups utilizing the facility for community use of schools.

Before and after school programs and/or services are also listed (e.g., child care, breakfast program).

If space is leased out at the school, this section also indicates the tenant and the service the tenant provides to the school and/or the community at large.

In all instances listed under this section, **Tab ____ of the ARC Binder** provides the annual revenues to the Board for each individual program/service/partnership/tenancy and indicates whether the revenues are at full cost recovery.



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Tab _____ of the ARC Binder provides a description of the school's suitability for facility partnerships if any were to become available in the immediate future (one to two years).

General Information:

Tab _____ of the ARC Binder provides a scattergram of the location of students to their existing school as well as an analysis of the average distance by road to school for students currently attending the school.

Tab _____ of the ARC Binder provides information regarding the number of students who walk to school and the number of students bussed based on the RCCDSB's existing Transportation Policy. This analysis also provides an analysis of bus ride times highlighting the longest, shortest and average ride time for a student.

Tab _____ of the ARC Binder provides information regarding:

- the number of students attending the school residing within the school catchment area;
- the number of students attending the school residing outside of the school catchment area and
- the number of students residing within the catchment area but not attending the identified school.

II. VALUE TO STUDENT & VALUE TO BOARD

Using the information provided in Section I (Overview) consider the following:

1. Value to the Student

- a. How are programs affected by the enrolment trend at the school? Consider the past five years, the current year, and the projected ten years.



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- b. How are extracurricular and/or co-curricular activities affected by the enrolment trend at the school? Consider the past five years, the current year, and the projected ten years.

- c. What would the impact be to the students if this school were to close from the perspective of such things as transportation, program delivery, extra-curricular and co-curricular activities?

- d. What type of classroom/school organization is possible with the eligible staffing allocation?



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e. What safety measures are in place at the school (e.g. security cameras)

f. How does the physical configuration of the building support or not support program offering (e.g. gym, library allocation)?



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- g. How does student achievement at the school compare to the Board Average, the Provincial Average?

EQAO RESULTS FOR

[insert school year, i.e., 2014-15 and redesign depending on School Type]

EQAO	Type of Test (Primary, Junior, Grade 9, OSSLT) Results as a %	Insert Subject (Reading, Writing, Math (type of Math) Results as a %	Insert Subject (Reading, Writing, Math (type of Math) Results as a %	Insert Subject (Reading, Writing, Math (type of Math) Results as a %
School				
Board				
Province				

- h. Are there components of the building that are in need of repair and if so, how does this hamper program delivery?

- i. Which parish is affiliated with this school, and how far is it to the parish? What other parishes do students at this school attend?



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2. *Value to the Board*

- a. How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?

- b. Describe the condition of the school grounds – if repairs are required, please list and provide estimated costs and timing of proposed repairs.

- c. Is there room on the site for a permanent addition or for portables?



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- d. How does the cost to operate the school today compare to the board average?

SCHOOL COST (per pupil)	BOARD COST (per pupil)
\$	\$

- e. How does the current transportation cost compare to the board average?

SCHOOL TRANSPORTATION COST (per pupil transported)	BOARD TRANSPORTATION COST (per pupil transported)
\$	\$

- f. How are programs impacted by the enrolment trend at the school? – consider the past 5 years, the current year, and the projected 10 years.



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- g. What would the impact be to the board if this school were to close – assess the response based on the location of the school (e.g., only school in the community, rural school, operating and transportation costs, savings etc.)

- h. How does student achievement at the school compare to the Board Average, the Provincial Average?

EQAO RESULTS FOR _____

[insert school year, i.e., 2014-15 and redesign depending on School Type]

<i>EQAO</i>	<i>Type of Test (Primary, Junior, Grade 9, OSSLT) Results as a %</i>	<i>Insert Subject (Reading, Writing, Math (type of Math) Results as a %</i>	<i>Insert Subject (Reading, Writing, Math (type of Math) Results as a %</i>	<i>Insert Subject (Reading, Writing, Math (type of Math) Results as a %</i>
<i>School</i>				
<i>Board</i>				
<i>Province</i>				

- i. How does the staffing model at the school compare to other schools of the Board?



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j. Is the school in compliance with the *Accessibility for Ontarians with Disabilities Act*?



MINISTRY OF EDUCATION
PUPIL ACCOMMODATION REVIEW GUIDELINE

March 2015

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- V. SCHOOL BOARD PLANNING PRIOR TO AN
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- VI. ESTABLISHING AN ACCOMMODATION REVIEW**
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- VIII. SCHOOL INFORMATION PROFILE**
- IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS**
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PREAMBLE

School boards are responsible for managing their school capital assets in an effective manner. They must respond to changing demographics and program needs while ensuring continued student achievement and well-being, and the financial viability/sustainability of the school board.

One aspect of a school board's capital and accommodation planning is reviewing schools that have underutilized space. These are schools where the student capacity of the school is greater than the number of students enrolled. When a school board identifies a school that is projected to have long-term excess space, a school board would typically look at a number of options such as:

- moving attendance boundaries and programs to balance enrolment between over and underutilized schools;
- offering to lease underutilized space within a school to a coterminous school board;
- finding community partners who can pay the full cost of operating the underutilized space; and/or
- decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.

If none of these options are deemed viable by a school board, the board may determine that a pupil accommodation review process take place which could lead to possible school consolidations and closures. These decisions are made within the context of supporting the school board's student achievement and well-being strategy and to make the most effective use of its school buildings and funding.

The Ministry of Education expects school boards to work with their community partners when undertaking capital planning, including when a school board is beginning to develop options to address underutilized space in schools. The Ministry of Education's *Community Planning and Partnerships Guideline* (CPPG) outlines requirements for school boards to reach out to their local municipalities and other community partners to share planning related information and to explore potential partnership opportunities. This version of the *Pupil Accommodation Review Guideline* (the "*Guideline*") builds upon the CPPG by providing requirements for school boards to share information with and seek feedback from their local municipalities and other community partners related to any pupil accommodation reviews a school board initiates.

If a pupil accommodation review results in a school closure decision, a school board will then need to decide whether to declare that school as surplus, potentially leading to the future sale of the property. These sales are governed by provincial regulation. Alternately, a school board may decide to use a closed school for other school board purposes, or hold the property as a strategic long-term asset of the school board due to a projected need for the facility in the

future. Each school board decides when it is appropriate to review its strategic property holdings to determine if these properties are still required to be held or should be considered surplus to the school board's needs and considered for a future sale.

This document provides direction to school boards on one component of their capital planning - the pupil accommodation review process. It provides the minimum standards the province requires school boards to follow when undertaking a pupil accommodation review. It is important to note that school boards have flexibility to modify their pupil accommodation review policies to meet their local needs, and can develop policies that exceed the provincial minimum standards outlined in this document.

I. PURPOSE

The purpose of the *Guideline* is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews to determine the future of a school or group of schools. This *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.

This *Guideline* is effective upon release and replaces the previous *Guideline* of June 2009.

II. INTRODUCTION

Ontario's school boards are responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of their elementary and secondary programs. These decisions are made by school board trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources. In some cases, to address changing student populations, this requires school boards to consider undertaking pupil accommodation reviews that may lead to school consolidations and closures.

Under paragraph 26, subsection 8 (1) of the *Education Act*, the Minister of Education may issue guidelines with respect to school boards' school closure policies.

III. GUIDING PRINCIPLES

The *Guideline* has been established to align with the Ministry of Education's vision and as such, focuses on student well-being; academic achievement; and school board financial viability/sustainability.

All school board pupil accommodation review policies should be designed to align with these guiding principles.

IV. SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for creating and implementing a policy to address pupil accommodation reviews to serve their local needs. The Ministry of Education expects school boards to consult with local communities prior to adopting or subsequently amending their pupil accommodation review policies.

All pupil accommodation review policies must be clear in stipulating that the final decision regarding the future of a school or group of schools rests solely with the Board of Trustees. If the Board of Trustees votes to close a school or schools in accordance with their policy, the school board must provide clear timelines regarding the closure(s) and ensure that a transition plan is communicated to all affected school communities within the school board.

It is important to note that this *Guideline* is intended as a **minimum** requirement for school boards in developing their policies. School boards are responsible for establishing and complying with their pupil accommodation review policies to serve their local needs.

A copy of the school board's pupil accommodation review policy, the government's *Pupil Accommodation Review Guideline* and the *Administrative Review of Accommodation Review Process* documents are to be made available to the public as determined in the school board's policy, and posted on the school board's website.

The *Guideline* recognizes that pupil accommodation reviews include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

School board pupil accommodation review policies will include statements that encourage the sharing of relevant information as well as providing the opportunity for the public and affected school communities to be heard.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a pupil accommodation review once in a five-year period, unless there are circumstances determined by the school board, such as a significant change in enrolment.

V. SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

As described in the *Community Planning and Partnerships Guideline*, school boards must undertake long-term capital and accommodation planning, informed

by any relevant information obtained from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.

School boards must document their efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from municipalities and other community partners as part of the initial staff report (see Section VI).

VI. ESTABLISHING AN ACCOMMODATION REVIEW

School boards may proceed to establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).

Initial Staff Report

Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain one or more options to address the accommodation issue(s). Each option must have a supporting rationale. There must be a recommended option if more than one option is presented. The initial staff report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

The option(s) included in the initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section VIII) will be made available to the public, as determined in the school board's policy,

and posted on the school board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

School boards must ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:

- Accommodation Review Committee (ARC) (see Section VII);
- consultation with municipal governments local to the affected school(s) (see Section IX);
- public meetings (see Section X); and
- public delegations (see Section XI).

VII. THE ACCOMMODATION REVIEW COMMITTEE

Role

School boards must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the school board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section XI) to be presented to the Board of Trustees.

Membership

The membership of the ARC should include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

Where established by a school board's pupil accommodation review policy, there may also be the option to include students and representation from the broader community. For example, a school board's policy may include a requirement for specific representation from the First Nations, Metis, and Inuit communities. In addition, school board trustees may be ad hoc ARC members to monitor the ARC progress.

Formation

The ARC should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The school board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

Terms of Reference

School boards will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the school board's education and accommodation objectives in undertaking the ARC and reflect the school board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the school board's expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

The Terms of Reference will outline the minimum number of working meetings of the ARC.

Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by school board staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in their school board's pupil accommodation review policy.

VIII. SCHOOL INFORMATION PROFILE

School board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following two considerations about the school(s) under review:

- value to the student; and
- value to the school board.

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

- Facility Profile:
 - School name and address.
 - Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
 - School attendance area (boundary) map.
 - Context map (or air photo) of the school indicating the existing land uses surrounding the school.
 - Planning map of the school with zoning, Official Plan or secondary plan land use designations.
 - Size of the school site (acres or hectares).
 - Building area (square feet or square metres).
 - Number of portable classrooms.
 - Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
 - Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
 - Ten-year history of major facility improvements (item and cost).
 - Projected five-year facility renewal needs of school (item and cost).
 - Current Facility Condition Index (FCI) with a definition of what the index represents.
 - A measure of proximity of the students to their existing school, and the average distance to the school for students.
 - Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
 - School utility costs (totals, per square foot, and per student).
 - Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
 - Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
 - On-the-ground (OTG) capacity, and surplus/shortage of pupil places.
- Instructional Profile:
 - Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
 - Describe the course and program offerings at the school.
 - Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
 - Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
 - Current grade organization of the school (e.g., number of combined grades, etc.).
 - Number of out of area students.
 - Utilization factor/classroom usage.

- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
- Current extracurricular activities.
- Other School Use Profile:
 - Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
 - Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
 - Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
 - Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
 - Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
 - Description of the school's suitability for facility partnerships.

School boards may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

Each school under review will have a SIP completed at the same point-in-time for comparison purposes. The Ministry of Education expects school boards to prepare SIPs that are complete and accurate, to the best of the school board's ability, prior to the commencement of a pupil accommodation review.

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS

Following the Board of Trustees' approval to undertake a pupil accommodation review, school boards must invite affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the school board's initial staff report.

The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected single and upper-tier municipalities.

The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting. School boards must provide

them with advance notice of when the final public meeting is scheduled to take place.

School boards must document their efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees (see Section XI).

X. PUBLIC MEETINGS

Once a school board has received an initial staff report and has approved the initiation of a pupil accommodation review, the school board must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report. School board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.

The public meetings are to be announced and advertised publicly by the school board through an appropriate range of media as determined by the school board.

At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended option(s); and
- a presentation of the SIPs.

XI. COMPLETING THE ACCOMMODATION REVIEW

Final Staff Report

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website.

The final staff report must include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

School board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

Delegations to the Board of Trustees Meeting

Once school board staff submits the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

XII. TRANSITION PLANNING

The transition of students should be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the school board is expected to establish a separate committee to address the transition for students and staff.

XIII. TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS

The pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board's

initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting.
- Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 30 business days before the first public meeting is held.
- There must be a minimum period of 40 business days between the first and final public meetings.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XIV. MODIFIED ACCOMMODATION REVIEW PROCESS

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex, school boards may find it appropriate to undertake a modified pupil accommodation review process. The *Guideline* permits a school board to include an optional modified pupil accommodation review process in its pupil accommodation review policy.

A school board's pupil accommodation review policy must clearly outline the conditions where a modified pupil accommodation review process could be initiated by explicitly defining the factors that would allow the school board the option to conduct a modified pupil accommodation review process. The conditions for conducting a modified pupil accommodation review process need to be based on two or more of the following factors:

- distance to the nearest available accommodation;
- utilization rate of the facility;
- number of students enrolled at the school; or
- when a school board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this

calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).

School boards may consider additional factors that are defined in their pupil accommodation review policy to qualify for the modified pupil accommodation review process. Multiple factors may be developed by the school board to appropriately reflect varying conditions across the board (e.g., urban, rural, elementary panel, secondary panel, etc.). The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of their school board's pupil accommodation review policy.

The guiding principles of this *Guideline* apply to the modified pupil accommodation review process.

Even when the criteria for a modified pupil accommodation review are met, a school board may choose to use the standard pupil accommodation review process.

Implementing the Modified Accommodation Review Process

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the school board's pupil accommodation review policy.

The initial staff report and SIPs must be made available to the public, as determined in the school board's policy, and posted on the school board's website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the school board.

Following the public meeting, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website. The final staff report must include a Community Consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review.

Once school board staff submit the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process

The modified pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the modified pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board's initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the modified pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting.
- The school board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 30 business days before this public meeting is held.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XV. EXEMPTIONS

This *Guideline* applies to schools offering elementary or secondary programs. However, there are specific circumstances where school boards are not obligated to undertake a pupil accommodation review. These include:

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board's policy;
- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board's policy;
- when a lease for the school is terminated;
- when a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- when a school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. The school board will also provide written notice to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminous school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division no fewer than 5 business days after the decision to proceed with an exemption.

A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

XVI. DEFINITIONS

Accommodation review: A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools.

Accommodation Review Committee (ARC): A committee, established by a school board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the school board and the affected school communities.

ARC working meeting: A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a pupil accommodation review.

Business day: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

Consultation: The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI): A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-ground (OTG) capacity: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public delegation: A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the school board trustees.

Public meeting: An open meeting held by the school board to solicit broader community feedback on a pupil accommodation review.

School Information Profile (SIP): An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

Space template: A Ministry of Education template used by a school board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.

MINISTRY OF EDUCATION ADMINISTRATIVE REVIEW OF ACCOMMODATION REVIEW PROCESS

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

An individual or individuals must:

- Submit a copy of the board's accommodation review policy highlighting how the accommodation review process was not compliant with the school board's accommodation review policy.
- Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school's student headcount (e.g., if the headcount is 150, then 45 signatures would be required). Parents/guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition¹
 - The petition should clearly provide a space for individuals to print and sign their name; address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has participated in the review process.
- Submit the petition and justification to the school board and the Minister of Education within thirty (30) days of the board's closure resolution.

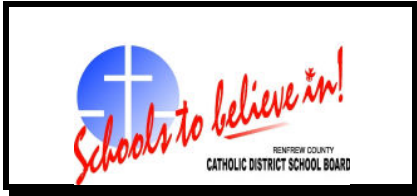
The school board would be required to:

- Confirm to the Minister of Education that the names on the petition are parents/guardians of students enrolled at the affected school and/or individuals who participated in the review process.
- Prepare a response to the individual's or individuals' submission regarding the process and forward the board's response to the Minister of Education within thirty (30) days of receiving the petition.

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

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

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



POLICY: Vehicles, Equipment & Supplies

Category (Facilities)

Effective Date: March 25, 2019.

Last Revision Date: (N/A)

Page 1 of 1

POLICY: Vehicles, Equipment and Supplies

I. Purpose of Policy

Plant Services utilizes vehicles, equipment and supplies in the course of supporting the educational mission of the Board. This procedure sets out requirements related to vehicles, equipment and supplies use by Plant Services employees.

II. Policy Statement

1. Plant Service Employees Shall Follow Procedures

Plant Services employees shall read and comply with the Procedure(s) related to this Policy when using Plant Services vehicles, equipment and supplies.

III. Related Information

Information for this Procedure

PROCEDURE A: Fleet Vehicle Use Provisions

APPENDIX A: Vehicle Use Agreement



Vehicles, Equipment & Supplies:
PROCEDURE A - Fleet Vehicle Use Provisions

Category (Facilities)

Effective Date: March 25, 2019.

Last Revision Date: (N/A)

Page 1 of 4

PROCEDURE A: Fleet Vehicle Use Provisions

I. Overview / Procedure Description

The Renfrew County Catholic District School Board owns and maintains a Fleet of Vehicles to carry out the business of the Board. The following provides guidelines and expectations pertaining to the use of Fleet Vehicles.

Operators of Board fleet vehicles are readily viewed by the public and as such are 'ambassadors' for the Board. With this in mind, this procedure is intended to articulate acceptable and unacceptable uses of Board fleet vehicles.

Fleet vehicles are provided to Employees, who based on the specific job requirements, regularly carry tools and supplies to a number of School sites. This generally applies to Trades in the Plant Services Department.

II. Procedure Steps / Checklist

1. Requirements for Eligibility to Operate Board Fleet Vehicles

Prior to the use or operation or to the continued use or operation of any Fleet Vehicle a Board employee MUST:

- a) Have the appropriate license for vehicle being operated;
- b) Have a clean driving record for the prior two years with no impaired driving convictions, no careless or dangerous driving convictions and no license suspensions within the two year time period;
- c) Have no convictions for possession or use of alcohol, illegal substances or fire arms;
- d) Have no convictions for criminal activities under the federal Cannabis Act;
- e) Be free from any medical restrictions that preclude the operation of a vehicle;
- f) Be able to safely and acceptably perform assigned driving duties without limitations due to the use or after effects of cannabis, alcohol, illicit drugs or medications.
- g) Consent to a 3 Year Driver Record Search by the Board (3 Year Abstract); and
- h) Sign and comply with the Vehicle Use Agreement.

The above requirements are subject to the Board's Human Rights Policy and Procedures.

2. Acceptable Fleet Vehicle Use

- a) Board vehicles are for use within the Renfrew County geographical area only (unless explicitly approved by the appropriate Manager).
- b) Board vehicles are to be used to carry out the business of the Board.

3. Prohibited Use of Fleet Vehicles

The following uses of Fleet Vehicles are strictly prohibited and failure to comply will result in disciplinary action in accordance with the applicable Collective Agreement:

- a) Unauthorized transport of non-Board personnel in a Board vehicle;
- b) Failure to promptly report an accident;
- c) Unauthorized use of a Board vehicle;
- d) Violation of the Highway Traffic Act;
- e) Violation of the Criminal Code;
- f) Violation of region and/or municipal by-laws related to vehicle use;
- g) Smoking or vaping any tobacco, vapor products or cannabis in any Board vehicle;
- h) Personal use outside of prescribed working hours; or,
- i) Violation of this procedure.

4. Impaired Driving

- a) Charges and Suspensions:

Any employee charged with an impaired driving related offence while operating a vehicle on Board business or driving a Board assigned vehicle must immediately report the charge to their supervisor.

In addition, any employee whose operator's licence is suspended or who is charged with an impaired driving related offence as a result of roadside testing must immediately report such suspension and/or charge to their supervisor if within the period of the suspension they are required to drive on Board business, operate mobile equipment in their work duties for the Board, or drive a Board assigned vehicle. The supervisor will notify the Manager of Human Resources Services for the determination of whether a Fitness for Duty assessment should be arranged.

- b) Interim Measures:

Provided that the employee retains a valid operator's licence and considering the circumstances and any assessment performed by the Manager of Human Resources Services; a determination will be made as to whether the employee is in need of an assistance program and whether the employee should be allowed to continue to operate mobile equipment or Board assigned vehicles pending the outcome of the charge. Any safety concerns may result in work restrictions being issued for the employee.

- c) **Convictions and Suspensions:**
Any employee convicted of impaired driving or related offence must immediately report to their supervisor, the conviction, and any imposed suspension or limitations affecting their operator's licence, if their work duties for the Board require a valid operator's licence or the conviction resulted from a charge which occurred while operating a vehicle on Board business or while driving a vehicle assigned by the Board.
- d) **Accommodation:**
If reasonable and possible, employees who have had their operator's licence suspended, but require a valid operator's licence to perform their job duties, may be temporarily accommodated in an alternative position until their operator's licence is restored. Any such accommodation should not be considered absolute or indefinite. If driving is an essential part of the employee's work duties and an alternative placement is not feasible, the employment contract may be treated as terminated.
- e) **Failure to Report:**
Failure to immediately report an impaired driving or related charge, conviction, or suspension or resulting effect upon the employee's operator's licence may result in discipline up to and including dismissal for cause.

5. Transportation of Cannabis Prohibited

- a) No person shall drive or have the care or control of a Board Fleet vehicle, whether or not it is in motion, while any cannabis is contained in the said vehicle.
- b) A passenger in a Board Fleet vehicle who has been authorized to use cannabis for his or her own medical purposes may have cannabis in his or her possession provided that the cannabis is not readily available to the driver of the Board Fleet vehicle.
- c) The above requirements are subject to the Board's Human Rights Policy and Procedures.

6. Personal Use of Fleet Vehicles Prohibited

A Board employee is prohibited from using any Board Fleet Vehicle for his or her personal use.

7. Fleet Tracking Device(s)

The Board has the right to install a device capable of tracking vehicle operations. The tracking device will be logging parameters such as, but not limited to, speed, idle time, location, braking, etc.

III. Related Information

Information for this Procedure

POLICY: Vehicles, Equipment and Supplies

APPENDIX A: Vehicle Use Agreement

Related Policies (Facilities Category)

POLICY: Smoke Free Facilities

Related Policies (Human Resources Category)

POLICY: Cannabis, Drug & Alcohol Free Workplace

POLICY: Human Rights

Legislation

Cannabis Act (formerly Bill C-45) An Act respecting cannabis and to amend the

Controlled Drugs and Substances Act, the Criminal Code and other Acts

Bill C-46, An Act to amend the Criminal Code (offences relating to conveyances) and

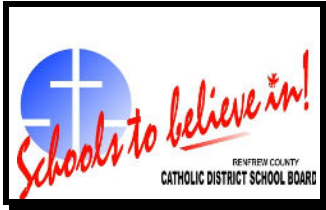
to make consequential amendments to other Acts)

Cannabis Control Act 2017

Education Act

Occupational Health & Safety Act

Smoke Free Ontario Act, 2017



Vehicles, Equipment & Supplies:
APPENDIX A - Vehicle Use Agreement

Category (Facilities)

Effective Date: March 25, 2019.

Last Revision Date: (N/A)

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APPENDIX A: Vehicle Use Agreement

As an employee of the Renfrew County Catholic District School Board who drives Board vehicles for official School Board business, I agree to abide by Board policies and procedures governing Vehicles, Equipment and Supplies including the following:

I certify that:

1. I have read and will comply with the Board's Procedure A – Fleet Vehicle Use Provisions.
2. I have a valid Class _____ driver's license.
3. I have no medical restrictions that preclude operation of a vehicle.
4. The vehicle I am assigned will only be operated by the undersigned for school board business. Operation of the vehicle outside of assigned work hours on Board business **MUST** be authorized by my Manager in advance.
5. I will not permit any unauthorized person to drive the vehicle.
6. I will not permit any unauthorized passengers in the vehicle.
7. I will operate the vehicle in accordance with provincial, municipal, and township traffic laws, ordinances, and by-laws.
8. I understand that I will be responsible for all traffic violations and fines resulting from my use of a school Board vehicle.
9. I will not use a cell phone while driving except as prescribed by the laws of Ontario.
10. I will not smoke or use tobacco, tobacco products, cannabis, vapour products and electronic cigarettes in the Board vehicle. Smoking cannabis for medical purposes is also prohibited in the Board vehicle.
11. I will maintain a reasonable level of cleanliness in the board vehicle.
12. I will turn the vehicle off, remove the keys, and lock the vehicle when it is left unattended.
13. Before leaving for the first work location of my shift, I will complete my vehicle circle check and inspect the vehicle for safety concerns, checking tires, wipers, lights, and other safety equipment for observable defects. I will report any deficiencies to the Plant Services Department.
14. I will fully complete and return to the appropriate Secretary a "Monthly Vehicle Inspection Form" complete with all receipts for gas purchases for my assigned vehicle. If there are multiple drivers I will ensure that I cooperate in this filing.

15. I will promptly report all accidents or property damage by completing an "Accident Report". This will be forwarded to my Manager.
16. I will return the board vehicle to the designated parking lot at the end of the work day.
17. I will promptly report to the appropriate Manager any change in my driving status that places me outside of the Board driving qualifications. These include:
 - a) Accumulating on my driver's license record, 6 or more demerit points;
 - b) Having my license suspended or revoked;
 - c) Being convicted for an alcohol or drug related offence while driving; or
 - d) Being convicted of a cannabis related offence (driving, possession in a motor vehicle, selling to minors, etc.).
18. I understand that congregating Board vehicles at unauthorized sites (i.e. restaurants and coffee shops) is inappropriate and contrary to the Renfrew County Catholic District School Board image. I understand that my involvement in such activities is not acceptable and may result in disciplinary action.
19. Outside of my assigned working hours, this vehicle will be parked at the designated parking location assigned.
20. I authorize the Board to complete a 3 Year Driver Record Search/Statement of Driving Record at any time at the sole discretion of the Board.
21. I understand that if my assigned vehicle changes, I will notify the Manager of Plant Services.

Primary Vehicle No.

Designated School Parking Location

Name of Primary Driver (Print)

Driver License Number

Signature of Primary Driver

Date

Name of Secondary Driver (Print)

Driver License Number

Signature of Secondary Driver

Date

Signature of Manager

Date