



## 13.0 - Lockdown

- General Information
- Purpose
- Provincial Requirements
- Additional Information
- Responsibilities
- Creating Safe Classrooms/Schools
- Lockdown Drills
- Lockdown Procedures
- Hold and Secure Procedures
- Shelter in Place Procedures
- Active Shooter Procedures
- Intruder/Hostage Procedures
- Family Reunification Procedures
- Recovery
- Appendix - Letter to Parents
- Appendix - Notice to Staff
- Appendix - Procedures for Students
- Appendix - Procedures for Staff
- Appendix - Preparation Checklist
- Appendix - Supervisors Report
- Appendix - Lockdown Log Sheet

## LOCKDOWN

### **PURPOSE:**

A lockdown may be necessary in several specific situations. School lockdown means the restriction of movement of students and staff due to a threat of violence within or in relation to the school. During a lockdown, exercise critical judgment to maximize safety. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

### **PROVINCIAL REQUIREMENTS:**

Preparation and practice for a lockdown are vital. The Safe Schools Regulation, Section 8, requires that schools practice lockdown drills at least **twice each year** and at least once during each term or semester but practicing more often is preferred by authorities. Serious incidents including those involving lockdown or hold and secure are reported to the Superintendent as soon as reasonably practicable.

### **GENERAL INFORMATION:**

Preparation and practice for a lockdown are vital. Prior to introducing this procedure into your school it is strongly recommended that the parents be given 'fair notice' about the drill by sending out a letter to each household. Items for consideration for the letter include rationale for lockdowns, date of the drill and general drill procedures. Schools may choose to send this letter out annually or after the lockdown drill becomes a common practice they may simply remind parents about lockdown drills via the school newsletter. (See sample enclosed letters.)

**Procedures for lockdowns must be shared with all staff and students at the beginning of the school year. These procedures should also be reviewed before each drill. It is recommended that a copy of the procedures be made accessible to substitutes. Consider placing the lockdown procedures in each classroom in a highly visible location. Any staff away from the school with their class should be contacted if possible. Direct them to take their students to the evacuation site or other designated location. Substitute teachers are to be provided with this emergency information in sub folders.**

The PA system should be heard in all parts of the school including the playground, and other areas adjacent to the school. An equally critical point in developing procedures for the lockdown is a complete understanding of the physical layout of the school. Areas that can be secured must be identified. In most schools conventional classrooms with doors that can be locked are the norm. Occupants in those areas that can't be locked must re-locate to areas that can be secured. Occupants must be aware of these areas and must know to which location they relocate in the event of a lockdown.

Open area concepts pose particular challenges to an effective lockdown. In "open area" schools occupants may have to relocate within the school to areas such as gyms, music rooms, libraries, computer labs, science labs, washrooms or storage areas that can be locked. Where possible, the installation of doors with locks might be a consideration.

Lockdowns will take on three forms depending on the specific nature of the incident;

□ **Full A.L.I.C.E Lockdown**

Lockdown refers to the restriction of movement of students and staff due to a threat of violence within the building. The objective of a lockdown is to secure occupants out of sight and in a safe location in the event of an active threat where serious injury or death is imminent or occurring. Types of events that activate a lockdown include but are not limited to the following:

- dangerous intruder;
- active shooter;
- barricaded suspect.

□ **Hold and Secure**

Hold and Secure refers to a partial lockdown where all exterior doors are locked and monitored due to a threat of violence or other dangerous situation occurring nearby the building. The objective of hold and secure is to maintain the safety of occupants by controlling who enters and leaves the building. Types of events that activate hold and secure include but are not limited to the following:

- individual with weapon outside the building;
- any serious criminal activity in close proximity to the building;
- police pursuing suspect near the building.

□ **Shelter in Place**

Shelter in Place is used when personal safety is considered to be in danger if anyone leaves the school. It is necessary for everyone to remain inside the school and take protective actions. Types of events that trigger a shelter in place:

- weather events such as a sudden blizzard;
- environmental event such as a chemical spill exterior to the school;
- missing child;
- dangerous wild animal (cougar, bear etc.) and;
- any situation where evacuation may pose a greater risk than sheltering in place.

## A.L.I.C.E. - LOCKDOWN

Each school day, our schools are entrusted to provide a safe and healthy learning environment for thousands of elementary and secondary students in public and nonpublic schools. Families and communities expect schools to keep their children safe from all threats including human-caused emergencies such as crimes of violence. In collaboration with local government and community stakeholders, schools can take steps to plan and prepare to mitigate these threats. Every school's Emergency Response Plan (ERP) should include a course of action that will describe how students and staff can most effectively respond to an Active Shooter situation to minimize the loss of life, and teach and train on these practices. No single response fits all active shooter situations however, making sure each individual knows his or her options for response and can react decisively will save valuable time. Depicting scenarios and considering response options in advance will assist individuals and groups in quickly selecting their best course of action.

Understandably, this is a sensitive topic. There is no single answer for what to do, but a survival mindset can increase the odds of surviving. As appropriate for your community, it may be valuable to schedule a time for an open conversation regarding this topic. Though some parents or personnel may find the conversation uncomfortable, they may also find it reassuring to know that, as a whole, their school is thinking about how best to deal with this situation.

ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) lockdown training & procedures provide preparation and a plan for individuals and organizations on how to more proactively handle the threat of an aggressive intruder or active shooter event.

During an active shooter situation, the natural human reaction, even if you are highly trained, is to be startled, feel fear and anxiety, and even experience initial disbelief and denial. You can expect to hear noise from alarms, gunfire and explosions, and people shouting and screaming. Training provides the means to regain your composure, recall at least some of what you have learned, and commit to action.

As the situation develops, it is possible that students and staff will need to use more than one option. During an active shooter situation, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.

The A.L.I.C.E. acronym stands for Alert, Lockdown, Inform, Counter, and Evacuate. Please know that although the letters A-L-I-C-E may appear to be sequential steps to follow, they are not. The acronym is merely a mnemonic to help people under stress to remember the options available to them in an active-shooter scenario.

### □ **ALERT** — Call 911

Don't assume others are contacting law enforcement. Give as clear and accurate information as possible that will answer the vital questions of who, what, when, where, and how. At this point in the scenario the WHY does not matter.

- ❑ **LOCKDOWN** — Shelter in Place  
By locking down and barricading entry points, you are making yourself a hard target. Locked down does not mean locked in. You may choose to barricade the door and exit out windows to safety.
- ❑ **INFORM** — Constant, Real-time Updates  
This can be accomplished with things such as video surveillance equipment or public address systems. Information updates during a violent intruder incident allows occupants to make sound decisions about how to react and what steps — if any— to take next.
- ❑ **COUNTER THE ATTACK OR DISTRACT THE ASSAILANT** — A Last Resort  
When other options are not immediately possible — a locked/lockable door does not exist, or the intruder breaches a secured room — move, make noise, and get distraction devices (anything at hand) in the air and heading for the shooter's face. Then you may attack or evacuate the area.
- ❑ **EVACUATE** — Get Out!  
Your goal here is to put as much time and distance as possible between you and the attacker.

### **Lockdown is no Longer Enough:**

There are three basic options in this type of scenario: run, hide, or fight. You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access, or incapacitate the shooter to survive and protect others from harm.

### Respond Immediately:

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Train staff to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge. For example, train staff to recognize the sounds of danger, act, and forcefully communicate the danger and necessary action (e.g., "Gun! Get out!") to those in their charge. In addition, those closest to the public address or other communications system, or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe, and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible. If students and school personnel are outside of the school at the time of a LOCKDOWN, teachers should move students to the designated off-site location.

### Run:

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location. Students and staff should be trained to:

- ❑ Leave personal belongings behind;
- ❑ Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- ❑ Avoid escalators and elevators;
- ❑ Take others with them, but not to stay behind because others will not go;
- ❑ Call 911 when safe to do so; and
- ❑ Let a responsible adult know where they are.

### Hide:

If running is not a safe option, hide in as safe a place as possible. Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition:

- ☐ Lock the doors;
- ☐ Barricade the doors with heavy furniture;
- ☐ Close and lock windows and close blinds or cover windows;
- ☐ Turn off lights;
- ☐ Silence all electronic devices;
- ☐ Remain silent;
- ☐ Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
- ☐ Readying a plan of evacuation or counter tactics should the need arise
- ☐ Use strategies to silently communicate with first responders if possible, for example, in rooms with exterior windows make signs to silently signal law enforcement officers and emergency responders to indicate the status of the room's occupants; and
- ☐ Remain in place until given an all clear by identifiable law enforcement officers.

### Fight:

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults and students in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment. Active resistance is fighting back with any objects of opportunity, such as chairs, desk, books, etc. It is a last resort and should only be used if potential victims are trapped in a room with an active shooter, there are already victims, and all other personal survival recommendations are no longer an option. Staff and students may utilize methods to distract the shooter/ intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person. If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. In a study of 41 active shooter events that ended before law enforcement officers arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.

While talking to staff about confronting a shooter may be daunting and upsetting for some, they should know that they may be able to successfully take action to save lives. To be clear, confronting an active shooter should never be a requirement in any school employee's job description; how each staff member chooses to respond if directly confronted by an active shooter is up to him or her. Further, the possibility of an active shooter situation is not justification for the presence of firearms on school property in the hands of any personnel other than law enforcement officers.

### Interacting With First Responders:

Staff should be trained to understand and expect that a law enforcement officer's first priority must be to locate and stop the person(s) believed to be the shooter(s); all other actions are secondary including administering first aid to wounded staff and students. One comprehensive study determined that more than half of mass-shooting incidents—57 percent—still were under way when the first officer arrived; in 75 percent of those instances that solo officer had to confront the perpetrator to end the threat. In those cases, the officer was shot one-third of the time.

Students and staff should be trained to cooperate and not to interfere with first responders. When law enforcement officer(s) arrives, students and staff must display empty hands with open palms. Law enforcement may instruct everyone to place their hands on their heads, or they may search individuals.

After an Active Shooter Incident:

Once the scene is secured, first responders will work with school officials and victims on a variety of matters. This will include transporting the injured, interviewing witnesses, and initiating the investigation.

The school ERP should identify trained personnel who will provide assistance to victims and their families. This should include establishing a crisis response team that are trained to appropriately assess and triage an active shooter situation (as well as other emergencies), and provide emergency intervention services and victim assistance beginning immediately after the incident and throughout the recovery efforts.

Within an ongoing and/or evolving emergency, where the immediate reunification of loved ones is not possible, providing family members with timely, accurate, and relevant information is paramount. Having family members wait for long periods of time for information about their loved ones not only adds to their stress and frustration but can also escalate the emotions of the entire group. When families are reunited, it is critical that there be child release processes in place to ensure that no child is released to an unauthorized person, even if that person is well-meaning.

Essential steps to help establish trust and provide family members with a sense of control are:

- ☐ Identifying a safe location separate from distractions and/or media and the general public, but close enough to allow family members to feel connected in proximity to their children and their loved ones;
- ☐ Scheduling periodic updates even if no additional information is available;
- ☐ Being prepared to speak with family members about what to expect when reunified with their child and their loved ones; and
- ☐ Ensuring effective communication with those who have language barriers or need other accommodations, such as sign language interpreters for deaf family members.

When reunification is not possible because a child is missing, injured, or killed, how and when this information is provided to families is critical. Before an emergency, the planning team must determine how, when, and by whom loved ones will be informed if their child or loved one is missing or has been injured or killed. Law enforcement typically takes the lead on death notifications, but all parties must understand their roles and responsibilities. This will ensure that parents and loved ones receive accurate and timely information in a compassionate way.

While law enforcement and medical examiner procedures must be followed, families should receive accurate information as soon as possible. Having trained personnel on hand or immediately available to talk to loved ones about death and injury can ensure the notification is provided to family members with clarity and compassion. Counselors should be on hand to immediately assist family members.

The school ERP should include pre-identified points of contact (e.g., counselors, police officers) to work with and support family members. These points of contact should be connected to families as early in the process as possible, including while children are still missing but before any victims have been positively identified. After an incident, it is critical to confirm that each family is getting the support it needs, including over the long-term.

The school ERP

plan should consider printed and age-appropriate resources to help families recognize and seek help with regard to a variety of reactions that they or their loved ones can experience during and after an emergency. Often, a family that has lost a child may have another child or other children in the school. It is critical that these families and loved ones be supported as they both grieve their loss and support their surviving child(ren).



## LOCKDOWN – STAFF RESPONSIBILITIES

### **Principal/Vice-Principal/Alternate:**

- ☐ Complete the school lockdown plan and maintain/exercise it.
- ☐ Notify of their role and responsibilities regarding the school lockdown plan and whenever practice drills are scheduled. Inform parents of the designated parent staging area.
- ☐ Schedule drills and invite police, fire and Emergency Medical Services (EMS) to attend and other observers as deemed appropriate. Practice drills coordinated with law enforcement and other emergency responders increase the level of preparedness for all involved and improve multi-agency cohesiveness. Drills should take no more than thirty minutes on average and a short debrief afterwards allows an opportunity to identify any gaps and improve the plan. Record dates of the practice drills for future reference.
- ☐ If possible, gather as much information about the incident until police arrive and brief them on the situation.
- ☐ Include in planning the diversion of buses en route to the school when appropriate, which are redirected to the student evacuation staging area(s).
- ☐ Work with local police to update plans each year.

### **Office Administration Staff:**

- ☐ Immediately announce the lockdown phrase over the PA system. While 911 may also be called simultaneously, if alone always initiate lockdown first! Generally you must:
  - be very familiar with the lockdown plan and activation procedure.
  - most often in a real situation, school administration staff are called upon to announce the lockdown and therefore should also be given an opportunity to do so during practice drills.
  - not wait to confer with the principal or designate but must activate immediately. “Seconds Save Lives!”
  - stay on the line with the 911 operator. Continue to provide information as requested by the operator.

### **Teaching Staff:**

- ☐ Teaching staff will normally oversee the classroom lockdown procedure and will follow the procedure outlined in the school lockdown plan. (Initially, if it is safe to do so, evacuate the building through the nearest exit. If evacuation is not possible get everyone into the classroom, lock and barricade the door).
- ☐ In the elementary school setting, staff teaching in the classroom(s) closest to the washrooms can be assigned the task of getting those children into their classroom(s). (Thinking skills and the exercising of the plan in the form of drills will illustrate the effectiveness of this).
- ☐ Begin to document times and events if possible.
- ☐ Maintain quiet in the room. Direct students to put their cell phones on silent and to not make unnecessary calls. (The staff member should call 911 immediately if they are unsure whether police have been notified or if there is information the responding police should know.)
- ☐ No one leaves the room until directed by officials such as police, fire or school administration. It may be a number of hours from the onset of lockdown. (preparation)

**Custodial Staff:**

- ☐ Confirm that the designated shelter areas are accessible each school day.
- ☐ Should be included in marking the edge of the classroom sight lines, as they normally maintain these artificial markings on the classroom floors which have been laid down to indicate sight lines behind which students must remain to avoid being seen from the classroom door window if applicable.
- ☐ In a lockdown, evacuate through the nearest exit or go to the nearest shelter area, lock down and await further instructions.

**Bus Drivers:**

- ☐ Be familiar with the school lockdown plan, how to initiate a lockdown and how to operate the PA system.
- ☐ Know procedure when en-route to school with students or immediately upon arrival, upon learning a lockdown is occurring.
- ☐ Take students to the student evacuation staging area for safety as described in the school lockdown plan.
- ☐ Take attendance and await further direction from the principal, staff designate or police officials.

**Students:**

- ☐ Be familiar with the school lockdown plan, exits and shelter areas in the school as well as the student evacuation staging area(s).
- ☐ Be prepared to respond quickly and follow the direction of staff and/or police or other emergency responders.
- ☐ Any students with information or knowledge of any threat must take it seriously and bring the information forward immediately to prevent a violent incident from occurring.
- ☐ Students with potentially helpful knowledge during an emergency should come forward immediately.

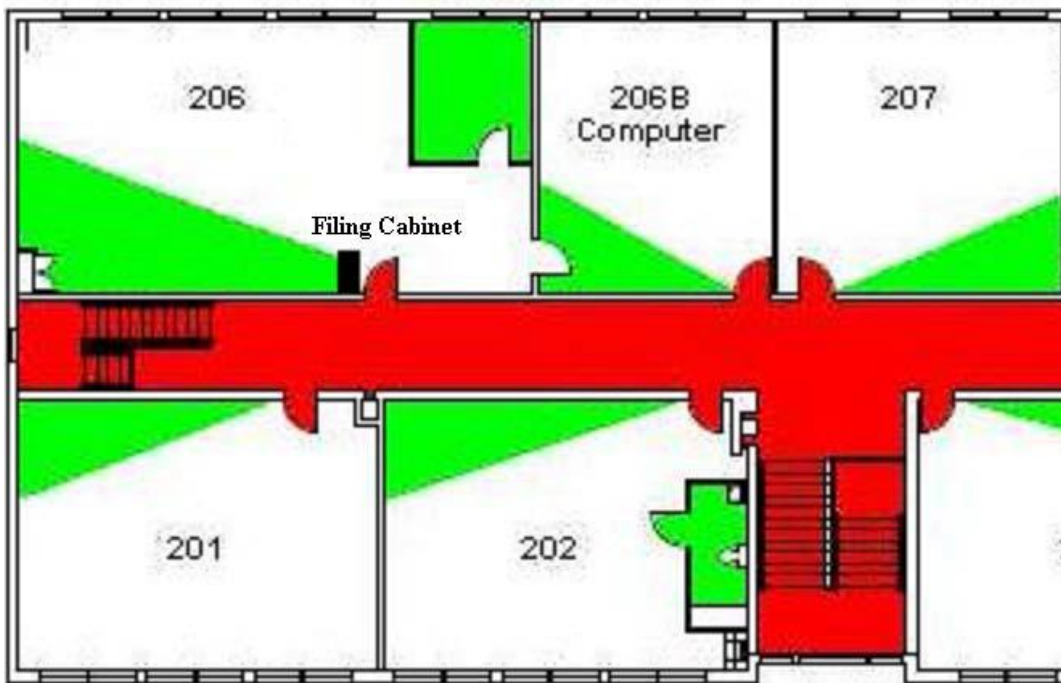
## LOCKDOWN – CREATING SAFE CLASSROOMS/SCHOOL

This section identifies physical changes that schools should consider to improve the overall safety features of their school. When identifying shelter areas, be mindful of “layering.” Regardless of whether a particular room can be secured, if there is a second room off of it which locks, then that room may be your best option – the concept is to increase time, putting as many locked doors as possible between you and the threat. It is important that schools ensure both staff and students are familiar with the lockdown plan.

When developing your school lockdown/hold and secure plans, consider the following. Always collaborate with police and fire department personnel in determining the efficiency of the following safety features:

### □ **Safe Locations Within the Classroom:**

Below is an excellent example indicating how students/staff should gather during a lockdown. The green areas are the shelter locations where students/staff should gather. The red areas indicate danger areas that are to be avoided. This floor plan not only identifies both shelter and danger areas but also takes into account “lines of sight” beyond which you could be seen from the hallway at the classroom door. The filing cabinet in room 206 has been moved to a permanent location behind the classroom door to facilitate barricading. It can now be more easily placed behind the door when needed, increasing safety. Due to the extreme danger involved, all classrooms should be able to be designated as shelter areas.



□ **PA or Alternate Auditory Announcement System:**

Areas in the building that might not hear the lockdown or hold and secure command (e.g. gym, music room, industrial arts) must be identified and an alternate plan developed for notification. This must NOT include anyone walking through hallways. If the PA or alternate auditory system cannot be heard outside the building, it is critical that an exterior visual indicator be used to inform students and staff outside the building that a lockdown has been activated.

□ **Classroom or Office Doors:**

Being able to secure shelter room doors during a lockdown is critical. For classroom doors, an auxiliary lock that can be engaged from the inside is effective. If classroom or office doors can only be locked by a key, the door handle should always be left in a locked position. If classroom or office doors cannot be locked, a plan for barricading the door must be developed. Simple methods for securing a classroom door such as wedges can be considered. The easiest methods are best, as during high stress situations, manual dexterity can be affected. If a lockdown is activated, it is simply a matter of closing the door to secure it.

□ **Washrooms:**

If it is safe to do so, staff nearest washrooms should collect students and bring them into the nearest classroom. This should occur with students at all levels. Students who are caught in washrooms should enter a stall, lock it, climb on top of the toilet and stay absolutely silent to make the washroom appear vacant. Or if the washroom is close to an exit, students should exit the building but only if it is safe to do so.

For elementary schools, it is recommended that planning include that a staff member teaching in close proximity to student washrooms check them prior to locking down, but only if it is safe to do so.

For secondary schools, it is recommended that planning include an explanation to students that they are responsible to get out of the washrooms immediately upon hearing a lockdown announced.

□ **Open Areas Including: Libraries, Cafeterias, Gymnasiums and Common areas :**

These highly vulnerable areas also known as “target rich environments” are a serious problem in an emergency and can present limited options for some schools in trying to identify nearby shelter areas. Staff and students located in open areas during a lockdown should either make their way to the nearest classroom or office or exit the building if this is the closest proximity option. If neither option is available, staff and students should seek shelter behind or under a solid object, remaining as out of sight and close to the ground as possible. Critical thinking skills must be employed to try and determine the safest option at the time.

Note: Conducting some drills during “uncontrolled” conditions (e.g. lunch or recess) is critical to identify gaps in planning and helps determine the strength of your plan.

□ **Students with Special Needs:**

Consideration of students with special needs during lockdown, hold and secure or evacuation must be included in the school's emergency plan.

□ **Keys to Exterior Doors:**

In the event of a hold and secure incident, it is critical that staff assigned to lock and monitor the external doors have ready access to the door keys. If assigned staff are not available, all staff must be aware of the procedure and location of the keys.

□ **Evacuation Site for Students and Staff Outside the Building:**

An evacuation site should be identified for those students and staff who are caught outside the building or are locked out of a secure area during a lockdown. Staff and students must be trained in what to do if they arrive at the building and discover it is in lockdown (proceed to evacuation site, sign in and remain there until directed otherwise by administration or police). Always plan for worst case scenarios such as freezing winter conditions.

Note that neighboring schools might not be the best evacuation locations as they may go into hold and secure once they are notified of an incident at a nearby school. The evacuation site must be large enough to accommodate all students and staff and be immediately accessible in the case of severe weather conditions.

□ **Family Reunification Plan: Parent and Guardians:**

A designated parent location should be identified where parents/guardians will gather during a lockdown for information from school communication personnel and police. Parents should be informed of this location and the school evacuation site at the beginning of each school year in an annual letter outlining school safety procedures including lockdown and hold and secure practices. Following a school lockdown or hold and secure response, the administrator, superintendent or designate and senior communications coordinator will work together to draft a letter to parents. The designated parent location should be separate from the media location.

□ **In-School Daycare:**

Staff and students of in-school daycare programs should be fully informed and trained in school lockdown/hold and secure procedures and must participate in the school practice drills.

□ **School Buses:**

Diversion of buses en route to the school should be part of your planning.

□ **Substitute Teachers:**

Substitute teachers should be provided with all emergency information including lockdown, hold and secure and shelter in place procedures upon arrival at the school. Keys to the classroom should also be provided in the event of a school lockdown.

□ **Volunteers:**

School volunteers should be provided with emergency information including lockdown, hold and secure and shelter in place procedures. Everyone in the building is expected to adhere to these procedures.

□ **Prolonged Lockdown Periods:**

While most lockdowns are over in a very short period of time, there may be occasions when the lockdown period could last several hours. Having provisions for washroom requirements such as a pail and privacy sheet would support students and staff to remain in the secure areas for as long as necessary.

□ **Police Role:**

In the event of an actual incident (not a drill) the police are responsible for managing the threat and for the subsequent criminal investigation. Upon arrival at the school, their primary focus is to stop/apprehend the threat maker. Police will work closely with school administration and other emergency services during and after the incident.

□ **Emergency Package:**

When called to a critical incident, police will require access to the following:

- names and cell phone numbers of administration and custodial staff;
- internal master keys to allow police access to classrooms and other interior spaces;
- floor plans of all of the buildings including portables;
- identification of off-site evacuation locations.

□ **Media:**

In the event of a lockdown or hold and secure response, all calls from the media should be directed to the superintendent/communications officer unless informed otherwise. The media staging area should be located in a designated location away from the building where media can be directed to obtain information from a divisional contact person. The designated media location should be separate from the parent location.

## LOCKDOWN - DRILLS

The purpose of a lockdown drill is the same as that for a fire drill:

- ☐ to rehearse a procedure that becomes familiar to students and staff;
- ☐ to move all people quickly and efficiently out of harms-way in the event of a hazardous situation

School lockdown plans therefore must be practiced, otherwise in a real emergency the mass confusion could lead to increased casualties. Local police and related emergency service “observers” should always be invited to attend practices each school year. Drills help to identify gaps in planning and ensure readiness. Schools have practiced fire drills for many decades and lockdown drills need to be implemented in the same way.

Schools are required to practice a lockdown a minimum of twice per year and should involve all of the occupants in a school. (Suggest one in the fall and a second in the spring.) However it is recommended that lockdowns are practiced more often. Police must be informed when practicing lockdown procedures. The number to call is 204.986.6222.

**NOTE:** Please contact police no more than half an hour prior to your lockdown.

Who should be included and how should the drill take place?

- ☐ Everyone in the building including students with special needs must participate in the drill.
- ☐ Pre-teaching/training must occur prior to the drill.
- ☐ Due to the stressful nature of an actual lockdown or hold and secure situation, it is recommended that staff, students, parents, neighboring schools and police be informed in advance that a drill will be held for training purposes.
- ☐ A minimum of two lockdown and one hold and secure drill must be practiced each school year.
- ☐ Drills should take no more than 30 minutes on average.
- ☐ Practice must include times outside of regular classes during unstructured situations such as lunch or recess.
- ☐ A short debriefing with staff should occur to gather information for improving the lockdown plan.
- ☐ A report on the date and time of the drill as well as significant comments must be kept on-site for a minimum of 5 years.

On the following pages are samples of procedures, checklists and letters that could be incorporated into your lockdown drill. Prior to the drill, the procedures as well as the rationale for the lockdown should be shared with all occupants in the building during an assembly, over the PA system or by teachers with their classes. This information needs to be presented in a manner that is sensitive to the school community based on such factors as age and level of maturity of the students. A memo including all procedures and the rationale for a lockdown should be given to all staff members well in advance of a drill. Moments before the drill begins the procedures once again should be reviewed with all occupants in the school using the PA system.

## A.L.I.C.E LOCKDOWN – PROCEDURES

### LOCKDOWN PROCEDURES:

When there is a known threat or possible threat to the safety of students and staff within the building or school environment, the following procedures are to be implemented:

- Any staff member who receives information or has reason to believe that there is an imminent threat to the safety of the school community or worksite must contact the main office immediately. If administration is not immediately available, an alternate staff member must activate the lockdown procedure without delay.
- Designated school/office personnel will announce that there is a school lockdown in effect.

The announcement:

***“LOCKDOWN, LOCKDOWN, LOCKDOWN NOW”***

Due to the stressful nature of the situation, it is recommended that a script be prepared and posted next to the PA system.

- All staff and visitors will immediately proceed into school lockdown:
  - If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location, then proceed to the designated meeting location.
  - If you are not near or can't get to an exit safely, clear the hallway and bathrooms by the classroom. Move everyone into the classroom, but only if safe to do so.
  - Lock the doors.
  - Turn off the lights.
  - Barricade: move any large, heavy objects in front of the door to barricade it. All moveable items such as chairs, desks, filing cabinets, etc. should be used as well.
  - Direct students to move into a safe place away from windows/doors and where walls might be thicker.
  - Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
  - Remain silent.
  - Silence all electronic devices.
  - Use strategies to silently communicate with first responders if possible, for example, in rooms with exterior windows make signs to silently signal law enforcement officers and emergency responders to indicate the status of the room's occupants;
  - Counter an attack or distract an assailant to allow other staff and students to safely evacuate the area of immediate danger. Evacuate the building whenever possible and go to the designated school meeting place.
  - Staff and students will wait patiently and quietly until they receive the “All Clear” from the designated school/office personnel or police.
- Lockdown procedures take precedence over fire bells/alarms.
- School office personnel will call 911 When calling 911 provide the following information:
  - your name, the building name and full address;
  - nature of the situation/threat;
  - current location of threat-maker if known;
  - stay on the line and continue to provide information as requested by the 911 operator



- ☐ Initiate the divisional emergency response phone line in order to activate the admin office phone tree.
  - Senior administration team links will inform your evacuation site, neighboring schools and daycares, Maintenance and Transportation.
- ☐ Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.
- ☐ Ending the lockdown:
  - Do not open doors until administration gives the “all clear” signal , which is done in person by the principal or designate. The PA system must not be used.
  - Develop and implement a plan for debriefing staff and students.

***Note: All building exterior door(s) open during the normal operating hours are to remain unlocked to allow access by the City of Winnipeg Emergency Responders.***

### **LOCKDOWN DURING THE LUNCH HOUR:**

The lunch hour poses particular challenges in terms of an efficient and effective lockdown procedure given that most students and many teachers are not in classrooms. Once again, this procedure would be very site-specific. Planning this procedure requires knowledge of the layout of the school and an analysis of how the school is used at the lunch hour. This analysis would need to determine where students and staff are located at that time and would highlight areas that could quickly and safely be evacuate and those areas that would have to be secured. Focus will need to be placed on those areas that can't be secured and would therefore need to be evacuated, for example open areas and playgrounds.

The following questions might be useful in developing the lunch hour lockdown:

- ☐ Generally how many staff members are on school property at that time? Where might they be situated?
- ☐ Is the pattern of activity over the duration of a lunch hour consistent or does it change after a period of time? For example, do all students meet in a lunch room for the first half of the lunch hour then proceed to the playground?
- ☐ What activities go on in the school and where are they located?
- ☐ How do you relocate students/staff from open areas/non-secured areas to secured areas?
- ☐ Do staff members have keys to the secured areas?
- ☐ Are the students and staff aware of their roles during a lockdown?
- ☐ Have you practiced a lunch hour lockdown? If a drill is not feasible, then how can this information be conveyed to all the occupants in preparation for such an event.

## HOLD & SECURE - PROCEDURES

The school is notified of a potential threat or emergency situation occurring outside of the school.

### GENERAL PROCEDURE:

- ☐ Any staff member who receives information or has reason to believe that there is an imminent threat to the safety of the school community or worksite must inform the administrator immediately. If administration is not immediately available, an alternate staff member must activate the hold and secure procedure without delay.
- ☐ An auditory announcement and/or visual indicator should be used to notify staff and students that the building is now in hold and secure.
- ☐ All external doors will be locked and monitored by staff closest to school exits. Students outside the school building should be allowed entry.
- ☐ If police are unaware of the situation, call 911 and provide the following information:
  - your name, the building name and full address;
  - nature of the situation/threat;
  - stay on the line and continue to provide information as requested by the 911 operator
- ☐ Notify the division office.
  - Senior administration will inform neighboring schools and daycares, Maintenance and Transportation
- ☐ During hold and secure, classes may continue to function normally. Blinds should be closed and/or windows covered as much as possible.
- ☐ Do not unlock external doors until administration gives the "all clear" signal.
- ☐ A Serious Incident Report will be completed and forwarded to the superintendent/CEO.

### RESPONSIBILITIES:

#### Principal/Vice-principal/Alternate:

- ☐ Announce to students and staff over the PA system the following instructions:  
***"ATTENTION ALL STAFF, THE SCHOOL IS IN A HOLD AND SECURE".***
- ☐ Direct the caretaker to lock all exterior doors.
- ☐ Place signage on the doors indicating that the school is in a hold and secure and all doors are locked. Indicate that for school access please contact the school and indicate the phone number.
- ☐ Initiate the divisional emergency response phone line.
- ☐ Assign staff to monitor the main doors.
- ☐ Confirm with the police when the school can return to normal functioning.
- ☐ Let staff know that that movement outside the building is restricted and staff and students will not be allowed to leave the building until directed to do so by the police.

#### Staff/Student Responsibilities:

- ☐ Direct all students, staff and visitors, including those outside the school such as on the playground, into the school.
- ☐ Lock your classroom or office door.
- ☐ Classroom instruction can proceed as normal.

- An administrator or designate will control all movement (if any) to and from class. Move on announcements only.
- If the fire alarm is activated during a hold and secure DO NOT leave your room unless directed to do so by the principal or designate.
- An 'ALL CLEAR' message will be given in person by the principal or designate once the hazardous situation has passed.

## SHELTER-IN-PLACE - PROCEDURES

Sheltering-in-place is used when personal safety is considered to be in danger if anyone leaves the school. The shelter-in-place procedure provides a refuge for students, staff and the public inside the school building during an emergency. This is mainly used for environmental or weather related events. It is necessary for everyone to remain inside the school and take protective actions. Depending upon the emergency, heating and air conditioning or other intake/exhaust systems may need to be turned off to avoid drawing in air from the outside. While everyone may move freely within the school, close and lock all windows and exterior doors and remain inside and monitor the situation until advised by authorities that conditions are safe.

### GENERAL PROCEDURES:

- ☐ All students, staff and visitors, including those outside the school such as on the playground, are to be directed into the nearest classroom or secured space.
- ☐ Lock your classroom or office door. Before closing the door, carefully check the halls and summon passersby into the refuge area until the hallway is clear.
- ☐ All exterior doors are to be locked immediately.
- ☐ The Superintendent's department must be notified.
- ☐ Classroom instruction can proceed as normal.
- ☐ An administrator or designate will control all movement (if any) from class to class. Move on announcements only. Schools with a bell system will need to deactivate the bells.
- ☐ If the fire alarm is activated during a Shelter in Place, DO NOT leave your room unless directed to do so in person by the principal or designate. The PA system should not be used.
- ☐ An 'ALL CLEAR' message will be given in person by the principal or designate once the hazardous situation has passed.

### RESPONSIBILITIES:

#### Principal/Vice-principal/Alternate:

- ☐ Make the following announcement using the building public address system, 2-way radio, telephone or megaphone:  
***YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO AN INSIDE ROOM.***
- ☐ Order a reverse evacuation for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather staff and students inside.
- ☐ Direct staff to close all windows and doors.
- ☐ If warranted, order the shut-off of heating, ventilation and air conditioning systems to stop the in-flow of outside air into the building.

- ☐ Notify division office the school is “sheltering-in-place”.
- ☐ Designate staff to monitor radio, internet and other media for information on incident conditions that caused the shelter-in-place.
- ☐ Contact and consult with public safety officials as appropriate.
- ☐ Be prepared to announce additional procedures due to changing conditions of the incident, such as “Drop Cover and Hold” or to announce an “All Clear”.

#### **Teachers:**

- ☐ Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets or hallways without large windows or doors.
- ☐ Close classroom doors and windows when leaving.
- ☐ Have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.
- ☐ If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
- ☐ For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.
- ☐ If movement into the building would expose persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas up-wind or cross-wind from the spill.
- ☐ Move students from mobile classrooms to an interior safe area in a permanent structure.
- ☐ All persons must remain in the shelter until notified by the principal or public safety official that it is safe to exit.

#### **Custodians:**

- ☐ Shut off utilities as directed by principal or emergency services official.
- ☐ Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.
- ☐ Post Shelter-in-Place cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with a lockdown or during an incident involving a person intent on violence known to be in the school building and not yet contained.

### **RECOVERY AFTER THE “ALL CLEAR” HAS BEEN GIVEN:**

#### **Principal Responsibilities:**

- ☐ Assess the situation – Is everyone accounted for? Are they safe?
- ☐ Have teachers take attendance – verify with school office.
- ☐ Monitor the emotional impact of the crisis on students, staff and the community.
- ☐ Enlist the support of the Pembina Trails Crisis Response Team.
- ☐ Ensure all communication with the public/media/division schools go through the Superintendent or designate.
- ☐ Debrief with staff and students. Provide student services/clinical support where necessary.
- ☐ Ensure Serious Incident Form is sent to Superintendent.

- ☐ Return to the “business of learning” as quickly as possible, understanding that recovery will take time.
- ☐ Restore the school to its original state.
- ☐ Call a meeting with all staff members to share pertinent information regarding the incident.
- ☐ A letter should be sent home to inform the community.
- ☐ Debrief the incident with the school’s Emergency Response Team. Capture the lessons learned and incorporate this into your Emergency Response Plan.
- ☐ Debrief with the Divisional Safety Officer.

## ACTIVE SHOOTER - PROCEDURES

### PURPOSE:

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

### RESPONSIBILITIES

#### Principal/Vice-principal/Designate:

- ☐ Initiate lockdown procedures.
- ☐ Call 9-1-1 **[Insert the actual sequence to dial 911 from your phone system]**, give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. School Resource Officer). Caller will remain on the line to provide updates.
- ☐ If possible and safe to do so, secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and student locations, detailed floor plans and other important information, documents, items and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- ☐ Direct office staff to maintain contact with teachers reporting pertinent emergency information via **[identify means - phone, email and texting – used by school]**.
- ☐ Notify the Superintendent's office and request activation of the communications plan for media and parent notification protocols.
- ☐ Refer media to:
  - Division
  - Spokesperson: \_\_\_\_\_
  - Telephone Numbers (home, work, mobile)
- ☐ Direct staff and students outside the building to move immediately to pre-determined assembly area(s) and be prepared to evacuate to an off-site relocation center.
- ☐ Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- ☐ Ensure that any buses en route to the school are redirected to a designated relocation site.

**Teachers and Staff:**

- ☐ If you are the first to note the indication of an armed intruder, go into lockdown, then notify the School Principal/Vice-principal/Designate, and immediately call 911. Every staff member should have the authority to call a lockdown and not wait for administration authorization. Time is always the most important thing in saving lives.
- ☐ Evacuate the building if you are able to do so safely.
- ☐ If you are not able to evacuate, hide in a room, lock and barricade the door then hide.
- ☐ Gather information about your classroom's immediate situation.
- ☐ Assess your ability to evacuate the building from the area you are hiding in. This is the critical thinking item. Do you know where the threat is? Always be prepared to move. Discussion with staff about barricading during lockdowns is vital. If you have to lockdown because of an active intruder, locking the door may not be enough. Always barricade.
- ☐ If there is no safe manner to evacuate the building, have students remain in lockdown until personally given the "All Clear" by the Principal/Vice-principal/Designate or a law enforcement officer in uniform.
- ☐ If an active shooter or intruder enters the classroom use WHATEVER means necessary to keep your students safe. This may include any and all forms of resistance to the threat.
- ☐ If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows, and confronting (assault, subdue, choke) to stop the intruder. Tell students to get out any way possible and move to another location.

**OTHER PROCEDURES:**

- ☐ After the active shooter/intruder(s) has been subdued, there will be a room-by-room search, including the occupants, and then each person will be escorted out.
- ☐ If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.
- ☐ The school Principal/Vice-principal/Designate will notify officials at the relocation site that the situation is over and to activate Family Reunification protocols.
- ☐ The school Principal/Vice-principal/Designate will request bus transportation or alternate transportation to the relocation site.
- ☐ The school Principal/Vice-principal/Designate will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- ☐ Teachers will direct students to move to the buses for transport, where and when applicable. The school Principal/Vice-principal/Designate will activate the crisis response team and activate Mental Health and Healing procedures and notify the divisional Clinical & Extended Services Director to provide counselling and mental health services at the relocation site.
- ☐ The school Principal/Vice-principal/Designate will debrief appropriate school personnel.
- ☐ The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.



## INTRUDER/HOSTAGE - PROCEDURES

### PURPOSE:

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event an unknown person (intruder) is found on school grounds or in the school building and in the event of a hostage situation. It is critical that all staff know how to handle coming into contact with an unknown person who may be an intruder with violent intent on school property, and what to do in a hostage situation.

If the incident involving an intruder or hostage situation results in law enforcement being contacted and activated, it is critical to follow the instructions of, and cooperate with, the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

### RESPONSIBILITIES:

#### **All Staff Should Be Trained to Take Action When an Unauthorized Person Enters School Property.**

- ☐ If time permits, notify the Principal/Vice-principal/Designate/School Resource Officer (SRO) and follow their instruction.
- ☐ If staff member approaches unknown person/intruder, ask another staff person to accompany and assist.
- ☐ Politely greet person/intruder and identify yourself.
- ☐ Ask person/intruder the purpose of his/her visit.
- ☐ Inform person/intruder that all visitors must register at the main office; direct and accompany him/her to the office.
- ☐ If person/intruder's purpose is not legitimate, ask him/her to leave.
- ☐ Accompany intruder to exit.
- ☐ Attempt to identify the person. This is important in the event that this is not the only school the intruder has entered or they are practicing a dry run for a future day.

If unknown person/intruder refuses to leave:

- ☐ Do not antagonize the person/intruder and explain consequences of staying on school property.
- ☐ Walk away from person/intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package).
- ☐ Maintain visual contact with intruder from a safe distance.
- ☐ Notify SRO and school Principal/Vice-principal/Designate or call 911 and alert law enforcement.
- ☐ Give law enforcement full description of intruder. (Keep intruder unaware of call for help if possible).
- ☐ School Principal/Vice-principal/Designate notifies Superintendent and may issue lockdown or other appropriate procedures, depending on conditions, and/or as instructed by law enforcement.

**Hostage Situation:**

- ☐ Involves one or more persons being held against their will by one or more individuals.
- ☐ The goal is to ensure safety of students, staff and others at the school and prevent the hostage(s) being moved away from the school.
- ☐ All staff should be aware of what to do in the event of a hostage situation.
- ☐ If hostage taker is unaware of your presence, do not intervene.
- ☐ Notify the Principal/Vice-principal/Designate/School Resource Officer, or call 911 if unable to reach school authorities.

If school personnel or students are taken hostage:

- ☐ Follow instructions of hostage taker.
- ☐ Try not to panic. Calm students if they are present.
- ☐ Treat the hostage taker as normally as possible.
- ☐ Be respectful to hostage taker.
- ☐ Ask permission to speak and do not argue or make suggestions.

**Principal/Vice-principal/Designate Responsibilities:**

- ☐ Announce LOCKDOWN or other procedure if conditions warrant.
- ☐ Call 9-1-1 immediately [insert the actual sequence to call 9-1-1 from your phone system]. Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in lockdown or taking other action if appropriate (such as evacuation if hostage taker has a bomb). Ask for assistance from hostage negotiation team.
- ☐ Ensure staff outside are notified of the situation and to move students away from the building to the outside assembly areas.
- ☐ Isolate the area and try to determine if weapons are involved, if possible.
- ☐ Redirect any buses en-route to the school to an alternate location.
- ☐ Notify Superintendent and activate communications plan.
- ☐ Give control of scene to police and hostage negotiation team.
- ☐ Ensure detailed notes of events are taken.

**Teachers and Staff Responsibilities:**

- ☐ Teachers and staff will implement lockdown or other directed procedures upon hearing the alert. If outside, move to designated assembly areas and wait for further instructions.
- ☐ Everyone should remain in their location until given the "All Clear" unless otherwise instructed to take other action by a law enforcement officer.

**OTHER PROCEDURES** (that may be activated depending on conditions):

- ☐ Active Shooter
- ☐ Evacuation
- ☐ Family Reunification
- ☐ Medical Emergency
- ☐ Mental Health and Healing
- ☐ Shelter-in-Place

## **FAMILY REUNIFICATION PROCEDURES**

### **PURPOSE:**

The Family Reunification Procedure is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

### **RESPONSIBILITIES:**

#### **Principal/Vice-principal/Designate:**

- ☐ After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).
- ☐ Follow pre-determined procedures for releasing students.
- ☐ Notify a contact person at the relocation site(s) to prepare for arrival of students.
- ☐ Designate a Reunification Site Commander.
- ☐ Request the Division Office to send personnel to staff the reunification site(s).
- ☐ Follow pre-determined parental notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc.

#### **Reunification Site Supervisor:**

- ☐ Establish a command post.
- ☐ Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- ☐ Check identification of all non-uniformed personnel who arrive to assist.
- ☐ Secure a holding area for arriving students and staff away from waiting family members.
- ☐ Set up an adult report area for parents/guardians to sign-in and to check identification.
- ☐ Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- ☐ Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- ☐ Set up a media staging area and notify the school media liaison of the location.
- ☐ Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- ☐ Only release students to authorized persons after checking proof of identity and signing a student release form. Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

**Teachers:**

- ☐ Provide a list of evacuated students to the reunification site staff upon arrival.
- ☐ Ensure special needs students and staff are assisted.
- ☐ Request help if needed.
- ☐ Follow the instructions of the Reunification Site Commander or designated staff and/or assist in staffing the site.

**OTHER PROCEDURES:**

- ☐ Outline procedures for releasing students.
- ☐ Maintain current student and staff emergency information that details special needs, such as medical or custody issues.
- ☐ Store information in a secure and readily accessible location. Outline parental notification methods.

**RECOVERY:**

After a critical event the following should be considered:

- ☐ Return to the “business of learning” as quickly as possible, understanding that recovery will take time.
- ☐ Restore the physical area to its original state.
- ☐ Call a meeting with all staff members to share pertinent information regarding the incident.
- ☐ A letter should be sent home to inform the community.
- ☐ Monitor the emotional impact of the crisis on students, staff and the community.
- ☐ Enlist the support of the Pembina Trails Crisis Response Team
- ☐ Debrief the incident with the school’s Emergency Response Team. Capture the lessons learned and incorporate this into your Emergency Response Plan.

**EXHIBITS:**

Copies of samples letters, etc. for the lockdown drills can be found in the appendix of this section and include:

- ☐ Lockdown drill - letter to parents
- ☐ Lockdown drill - notice to staff
- ☐ Lockdown drill - procedures for students
- ☐ Lockdown drill - procedures for staff
- ☐ Lockdown drill - preparation checklist
- ☐ Lockdown drill - supervisors’ report

# APPENDIX

- ☐ Letter to parents
- ☐ Notice to staff
- ☐ Procedures for students
- ☐ Procedures for staff
- ☐ Preparation checklist
- ☐ Supervisors' report
- ☐ Lockdown log sheet

## LOCKDOWN DRILL – SAMPLE LETTER



Beaverlodge Elementary School  
6691 Rannock Avenue  
Winnipeg, Manitoba, R3R 1Z3  
Phone: 204.895.8213  
Fax: 204.895.0804  
Email: beaverlodge@pembinatrails.ca

November 2005

Dear Parents,

As you are aware, the safety of students at school is first priority. At Beaverlodge we utilize a wide variety of safety measures in order to ensure student safety. One of the areas that has been a safety concern for many schools across North America is that of an unsafe individual or intruder who has entered the school building. We must also be prepared if an outside emergency occurs which requires students to remain in their classrooms. All schools must be prepared that such events may occur and therefore students, parents and staff must be fully aware and prepared on how to handle these situations.

At Beaverlodge we will be practicing what to do if an intruder or other unsafe situation should arise. We will be practicing a "LOCKDOWN" technique. Through practice and understanding, our students will be prepared to handle such a situation with confidence and minimal anxiety.

In the event that an intruder should enter our building, an announcement over the intercom would be made, stating, "Attention all staff and students, this is a lockdown!"

At this announcement all children are to remain in their classrooms. No one is permitted to leave the classroom and all hallway doors (and classroom doors where applicable) are locked. Students are not to be close to the door or windows of the class. Students in music will remain in the music room and students in phys-ed will gather in the small gym. Specific staff will check bathrooms and hallways. All adults in the building are to enter the closest room and remain there until the "all clear" announcement is made, which is, "The lockdown is over. Normal school routines may now continue." (If further action is directed by the police such as to evacuate to Westdale Junior High, then our phone tree system would be used and all parents contacted.)

The "all clear" signal would be followed by a brief announcement on the intercom identifying that we are safe and the emergency is over. Also a letter would be sent home at the end of the day to parents alerting them of the situation and the action that the school had taken to ensure student safety.

Should you have any questions about the above mentioned safety practice, please do not hesitate to call.

Respectfully,  
R.Gendron  
Principal

## LOCKDOWN DRILL – SAMPLE LETTER



LINDEN MEADOWS SCHOOL

335 LINDENWOOD DR. E. • WINNIPEG • MANITOBA • R3P 2H1

### UPDATE ON LINDEN MEADOWS SCHOOL EMERGENCY RESPONSE PLANNING

Dear Parents,

Earlier in September, you received a notice reviewing how the Linden Meadows staff plans to respond to emergencies. In light of recent media reports we thought you would appreciate an update on our ongoing emergency response planning and rehearsal.

Last year, the Pembina Trails School Division struck a working group to provide guidance for schools in the area of emergency planning. Our school has been fortunate to have Mr. Shultz (grade 3) serving on the committee. With the division's input, we have been revising our Emergency Response Plan and a number of things have occurred.

Last spring, after consultations with the Parent Council we moved to locking all our perimeter doors and restricting access to the building through the front doors. Comments on this move have been positive and it continues to be in effect.

Since school began, we have held three fire drills and are pleased to report that we have been evacuating the building in about 1.5 minutes and accounting for everyone within 5.5 minutes. To further fine-tune our evacuation plans, this week our leadership team will be meeting with the staff at Lindenwood Manor to review procedures in the event we need to relocate our students to the Manor.

Additionally, the full staff spent a large portion of our last staff meeting reviewing our emergency plans and making revision suggestions for our Emergency Response Team (ERT). The ERT will be meeting in the next few days to continue the revision process and to plan for a school **LOCKDOWN** drill. Our plan is for staff to go over the lockdown procedures, age appropriately, with students to ensure they understand what to do in the event of such a drill and to be able to handle such a situation with confidence and minimal anxiety. It is important to note that the reasons for a move to lockdown include an intruder, an outside environmental emergency, a medical emergency in the school and/or a directive from an outside source, such as the Winnipeg Police Service.

The lockdown process will see a clear all-call PA announcement stating a lockdown is in process. Teachers will lock their classroom doors and students and teachers will move away from windows to a safe and secure position in the room. A general, scripted message will be shared that "We need to be doing this right now to keep everyone safe", with staff acting in the role of the caring, capable, in-charge and calm adult. Everyone will remain in that location until an "all clear" is announced. Parents who may be volunteering are asked to go into the nearest room and remain there until the "all clear" is announced. A lockdown notice will be placed on the front door restricting access to the building. Further details of the plan are available upon request.

We do not want to alarm our students through our emergency planning and will be ensuring their understanding by outlining, again age appropriately, these procedures with them. All feedback from situations where lockdown has been reviewed/practiced with students informs us that this practice results in students and parents feeling safer. We ask parents to also discuss our safety plans, and in particular, our lockdown procedure at home.

**Our first step as we begin our first ever lockdown drill with Linden Meadows students is communication to our parent community through this letter.** Following a short period of time to ensure that all of you have read this, we will next inform you of the date (sometime next week) that we will review the details of the plan with students, and have a classroom based drill. Lastly, we will be planning a school-wide drill, a day or a few days later, which will again be published for you beforehand.

An additional area of preparedness we are working on deals with tornadoes. As the year progresses, our ERT will be finalizing our tornado response plan which we will be practicing with our students.

It is our intent to ensure a “safe and sound” environment for your children, a commitment which guides this very important work that we are undertaking. Should you have any comments or suggestions, please contact one of us in the office.



## LOCKDOWN DRILL – SAMPLE LETTER



Vincent Massey Collegiate

975 Dowker Avenue Winnipeg, Manitoba, Canada R3T 1R7

---

Dear Parents/Guardians,

As part of our Emergency Response Plan, Vincent Massey Collegiate is in the process of enhancing its protocol in the event of a 'deemed' threat to the school building and its occupants. Central to this protocol is the need to practice a lockdown drill. On Thursday, March 3, the administration will be meeting with all students to discuss the rationale and procedure for the drill. It is our intention to practice this drill on Friday. In the future, these drills will be held in both Semester 1 and Semester 2.

**Why are we practicing this procedure?** As with a fire drill the purpose is to keep all of our school community safe. A rehearsed fire drill is done as a proactive, preventative measure. The lockdown drill is being planned with exactly the same purpose in mind; to keep all of our school community out of harm's way in the event that a deemed threat exists to the school. While we are pleased that we can say we have only had practice drills, we believe that we cannot be complacent in planning.

We are confident that our research on this topic has helped us in our planning and that our proactive approach is a 'safety conscious' approach. If you have any questions regarding this drill, please do not hesitate to contact the school administration.

Yours truly,

VMC Administration

## LOCKDOWN DRILL – SAMPLE LETTER

Attention Staff!

Please read LOCKDOWN PROCEDURES for  
STUDENTS to your class in period 2 on  
Monday, September 18

For your own information please read  
Lockdown Procedures for Staff

A reminder that we will be conducting a Lockdown  
Drill in period 2 on Tuesday, September 19

## LOCKDOWN DRILL – SAMPLE LETTER

### LOCKDOWN PROCEDURES for Students

Lockdown procedures will be initiated from the office over the PA system. The standard operating procedure will be as follows:

- ☐ The lockdown will begin with an announcement over the PA system – the signal will be:  
***“LOCKDOWN, LOCKDOWN, LOCKDOWN NOW”***
- ☐ Police will be notified immediately.
- ☐ Students in the halls must immediately seek refuge in the nearest classroom, library, gym or other room where a door can be locked.
- ☐ Students who are outside should remain so and move away from the building. The relocation site is the Holiday Inn.
- ☐ Students in the cafeteria are to quickly move into the library through the small door near the cafeteria kitchen.
- ☐ Students in the fitness room should move quickly into the gym, woods, PE, drama or choral rooms.
- ☐ Once behind locked doors, move away from doors and windows.
- ☐ If you have pertinent information such as the location of an armed intruder please report this to a staff member in the room so that it can be conveyed to the office using the PA/call system.
- ☐ If the fire alarm is activated during a lockdown DO NOT leave your room unless directed to do so over the PA system.
- ☐ Remain quiet so as not to attract attention and to be able to hear announcements over the PA system.
- ☐ Once closed, DO NOT open the door for anyone. (The person knocking at your door may be the intruder!)
- ☐ If possible barricade the door.
- ☐ Do not use cell phones or telephones during the lockdown.
- ☐ Stay in the room until directed differently. An ‘ALL CLEAR’ message will be delivered door-to-door once the hazardous situation has passed.

## LOCKDOWN DRILL – SAMPLE LETTER

### LOCKDOWN PROCEDURES for Staff

A 'lockdown' will be conducted in the event that an intruder enters the school and is deemed to be a threat to the safety of the school community or if some event occurred outside of the school that puts us at-risk.

Lockdown procedures will be initiated from the office over the PA system. The standard operating procedure will be as follows:

- ☐ The lockdown will begin with an announcement over the PA system – the signal will be:  
**“*LOCKDOWN, LOCKDOWN, LOCKDOWN NOW*”**
- ☐ The police will be notified immediately by the office calling 911.
- ☐ Lock your classroom or office door. Before closing the door, carefully check the halls and summon passersby into the refuge area until the hallway is clear.
- ☐ Shut the lights and close blinds where possible. Move all occupants in the room away from the doors and windows. Barricade the doors if necessary.
- ☐ Keep the occupants quiet so as not to attract attention and to be able to hear announcements over the PA system.
- ☐ Once closed, DO NOT open your door for anyone. (The person knocking at your door may be the intruder!)
- ☐ Classes outside at the time of the lockdown should remain outside away from the building. The relocation site is the Holiday Inn.
- ☐ If the fire alarm is activated during a lockdown DO NOT leave your room unless you smell smoke
- ☐ Ensure that no one uses a cell phone or telephone during the lockdown.
- ☐ Use the PA/call system to communicate important information back to the office such as the movements of an intruder.
- ☐ Stay in the room until directed differently. An 'ALL CLEAR' message will be given door-to-door once the hazardous situation has passed.

## LOCKDOWN DRILL – PREPARATION CHECKLIST

### PREPARATION CHECKLIST

Item	Person Responsible	Completed
<input type="checkbox"/> Prepare & send letter to parents		
<input type="checkbox"/> Copy & distribute procedures to staff		
<input type="checkbox"/> Teachers review procedures with students in class a few days prior to the drill		
<input type="checkbox"/> Prepare list of drill supervisors (teachers on prep during the drill)		
<input type="checkbox"/> Prepare Lockdown Drill Report forms for supervisors – include maps of their areas		
<input type="checkbox"/> Review duties with drill supervisors		
<input type="checkbox"/> Clipboards for area supervisors		
<input type="checkbox"/> Make list of cell phones required – charge same & distribute		
<input type="checkbox"/> Post 'Do Not Enter' signs on exterior doors just prior to drill		
<input type="checkbox"/> Place switchboard on answering machine		
<input type="checkbox"/> Review drill procedures over the PA just prior to the drill		
<input type="checkbox"/> Collect reports from supervisors		
<input type="checkbox"/> Review reports & follow-up as needed		

## LOCKDOWN DRILL – SUPERVISOR’S REPORT

Date: \_\_\_\_\_ Cell # to call the office: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Area: \_\_\_\_\_

ITEM	COMMENTS
<input type="checkbox"/> Halls/area cleared of occupants.	
<input type="checkbox"/> Occupants have moved away from doors and windows.	
<input type="checkbox"/> Lights in rooms have been turned off.	
<input type="checkbox"/> Blinds are closed.	
<input type="checkbox"/> Occupants are quiet.	
<input type="checkbox"/> Doors are locked. Note: at random, knock on a few doors to see if someone opens the door.	
<input type="checkbox"/> Washrooms/other checked for occupants. Tell occupants to remain in washroom until you give them the ‘all- clear’.	
<input type="checkbox"/> Phone call made to office confirming area cleared. Note: see cell # above. <u>or</u> <input type="checkbox"/> Report to office in person confirming area cleared.	
<input type="checkbox"/> Submit checklist to office.	

General comments:

---

---

---

---

---

## LOCKDOWN DRILL – LOG SHEET

### LOCKDOWN DRILL RECORDS

Date	Drill		Initials	Problems / Comments
	Lockdown	Hold & Secure		

General comments:

---

---

---

---

---

---