

Toronto Catholic District School Board

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2026 - 2027

Safe Schools Plan





At Toronto Catholic
we transform the world through witness,
faith, innovation and action.











SCHOOL NAME	Marshall McLuhan Catholic Secondary School	PRINCIPAL:	Noble, Robert
SUPERINTENDENT:	Shawna Campbell		
SCHOOL ADDRESS:	1107 Avenue Rd Toronto ON M5N 3B1		
STUDENT ENROLMENT:	1043		

OUR MISSION

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.

OUR VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

We believe in the worth and dignity of every person and that people thrive in a safe, healthy and compassionate environment. We strive to foster student achievement and well-being by providing all students with safe, healthy learning environment.

One of the ways we can achieve this goal is by using a whole-school approach to develop and nurture a positive school climate. The Safe Schools Action Team will consist of a variety of stakeholders in each school community responsible for advising the principal about school safety. The team will collaborate with the principal to create the local Safe Schools Plan.

SAFE AND ACCEPTING SCHOOLS TEAM

Administrative Rep	**Santoro, Teresa**	**Student Rep**	**Damil, Karl Matthew**
Teacher Rep	**Bozek, Helena**	**Community Rep**	**Andrew Iruegas, Starbuck's**
Support Staff Rep	**Estrela, Denny**	**Community Rep**	**Fr. Joseph, St. Monica's Church**
Parent Rep	**Karen Cabalo**	**Community Rep**	**PC Eugene Osoteo**

SAFE SCHOOLS PLAN

All schools are required to develop and implement school-wide plans to help create a safe, caring and inclusive learning environment. Each Safe Schools Plan will consist of the following components:

1. Bullying Awareness, Intervention and Prevention
2. Progressive Discipline
3. Promoting a Positive School Climate
4. Emergency Response Plan

In order for all students, staff members and parents/visitors in the school facility to be prepared to respond to a serious threat, the response procedures must be practiced. The Toronto Police/School Board Protocol, 2011 requires a minimum of 2 Lockdown Drills every school year.

Please see below for the scheduled drills:

LOCKDOWN DRILLS 2026-2027

1	**2026-12-11**	**2**	**2027-01-13**
3	**2027-01-28**	**4**	**2027-04-06**

1. Bullying Awareness, Intervention and Prevention Plan

Providing students with an opportunity to learn and develop in a safe and respectful society is a key goal of the TCDSB. Providing students with an opportunity to learn and develop in a safe and respectful environment supports academic achievement for all students, which in turn, helps them to reach their full potential. Research and experience show that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers and the entire school community. Schools that have bullying intervention and prevention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. PPM 144

School Vision	At Marshall McLuhan C.S.S., we believe in fostering a safe, caring, accepting and inclusive teaching and learning environment that respects the dignity of everyone. Every student should be able to learn and participate in a safe and respectful environment. Students are encouraged to take positive action when they experience or witness bullying, including cyberbullying, and to seek help from trusted adults.
Goal #1	Increase awareness of bullying and cyberbullying, how to seek help, and the importance of reporting concerns. Promote empathy, dignity, inclusion and respectful relationships across the school community. Use student, parent/guardian and staff feedback to identify concerns and improve prevention efforts. Collaborate with staff, students and parents to promote a safe, caring, and inclusive environment where all feel safe with healthy relationships in learning caring environments.

Initiatives/Strategies/Practices

-->Deliver antibullying and cyberbullying awareness campaigns, including positive messaging through school communications.
-->Use grade assemblies, classroom learning, student-led activities and guest speakers to reinforce respectful relationships and safe online behaviour.
-->Engage Student Council, Faith Ambassadors, Student leaders of the Safe and Accepting School Team, Chaplaincy and mental and wellbeing groups in campaigns and school-wide initiatives.
-->Make the student and parent community aware of the school's approved ways to report bullying or safety concerns, including the appropriate reporting app or reporting process where available.
-->Respond to reports promptly, document concerns through approved procedures, support students affected, and follow up to assess whether the behaviour has stopped.
-->Connect students with Student Services, Child and Youth Workers, Social Work, Guidance, Chaplaincy and community agencies.
--> to engage student leaders in promoting school-based initiatives that foster understanding, empathy, compassion, resiliency, confidence, conflict management, and self-regulation skills.
-->Have events that promote kindness and empathy.
--> Social Media campaigns to increase awareness, positive connection with community partners.
-->through our school supports converse with students regarding how they feel when they are at school.
--> Promoting healthy student relationships by encouraging student reflection, discussion and reconciliation.
-->Staff and Student initiatives promoting our Faith and Catholic traditions ie. Priest's monthly visits.
-->Develop Mental Health Action Team to support activities engaging students during lunch ie making stress balls, journal writing
-->Continue Virtue of the month awards, Celebrating Pink Shirt Day, Bullying Awareness Prevention week
--> creating safe spaces where students can report if they see bullying or are being bullied.

Responsibility

--> Administration
-->Work closely and meet with Safe & Accepting Schools Team regularly on putting goals into action and making positive changes in the school
--> Teachers
-->Safe Schools Student Ambassadors
-->Student Leaders/Mentors (i.e., Student Council, Peer Ministry, Leadership classes)-->Child & Youth Workers
-->The Equity Team
-->Social Workers
-->Encourage staff professional learning with a focus on Bullying/Cyberbullying Awareness, Equity Goals and Mental Health Awareness strategies.

Resources

The following resources will be utilized to support these initiatives/strategies/practices:

PPM 144: Bullying Prevention and Intervention
TCDSB Policy S.S.11: Bullying Prevention and Intervention
TCDSB Safe Schools Bullying Resources TCDSB Safe Schools Department
TCDSB Bullying Prevention and Intervention Brochure
TCDSB Equity, Diversity, Indigenous Education & Community Relations Department
School Social Worker
School Chaplain
School Guidance Teachers
TCDSB Pastoral Plan

Measurement of Progress

The following metrics will be used to measure progress in achieving the Goal:

-->Active Student Participation in Bullying prevention- and awareness activities
-->To observe a decrease in the number of "Safe Schools Incident Reports" related to bullying and cyber bullying (texting, sexting, Snapchat/ Instagram) behaviours.
-->Use of approved reporting routes and evidence that concerns are followed up.
-->Trends in reported bullying-related incidents reviewed alongside reporting.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At Marshall McLuhan C.S.S., we believe in fostering a safe, caring, accepting and inclusive teaching and learning environment that respects the dignity of everyone. Every student should be able to learn and participate in a safe and respectful environment. Students are encouraged to take positive action when they experience or witness bullying, including cyberbullying, and to seek help from trusted adults.
Goal #2	--> encourage students to report bullying or stop it while it is happening as they are informed to do so in grade assemblies, PA announcements and antibullying campaigns during Antibullying Week Nov 16-20, 2026.

Initiatives/Strategies/Practices

- to develop initiatives/activities throughout the school year that will focus on Bullying Prevention;
- to continue to review perceptual data, including "My School, My Voice" and "Safe School Survey" to inform our Safe Schools plan and practices;
- to continue to work with members of the Safe & Accepting Schools Team on a school-wide approach (i.e., grade assemblies, presentations, workshops)for Bullying Prevention;
- to present the "TCDSB Anonymous Alerts" reporting system to promote safe, positive and accepting school climates by empowering students to anonymously report inappropriate behaviours to school staff;
- to engage student leaders in promoting school-based initiatives that foster understanding, empathy, compassion, resiliency, confidence, conflict management, and self-regulation skills;
- to encourage staff professional learning with a focus on Bullying Prevention strategies, including reporting incidents of bullying to school staff;
- to engage staff professional learning related to Anti-Black Racism and Anti-Discrimination.
- to engage the school community in activities that promote general awareness of equity issues

Responsibility

- Administration
- Safe & Accepting Schools Team
- Teachers
- Safe Schools Student Ambassadors
- Student Leaders/Mentors (i.e., Student Council, Peer Ministry, Leadership classes)
- Child & Youth Workers
- The Equity Team
- Social Worker

Resources The following resources will be utilized to support these initiatives/strategies/practices:

- PPM 144: Bullying Prevention and Intervention
- TCDSB Policy S.S.11: Bullying Prevention and Intervention
- TCDSB Safe Schools Bullying Resources
- TCDSB Safe Schools Department
- TCDSB Bullying Prevention and Intervention Brochure
- TCDSB Equity, Diversity, Indigenous Education & Community Relations Department
- School Child & Youth Workers
- School Social Worker
- School Chaplain
- School Guidance Teachers

Measurement of Progress The following metrics will be used to measure progress in achieving the Goal:

- To observe an overall decrease in the number of bullying/cyberbullying and related incidents reported in the "Safe School Survey" results by comparing current year to last year;
- To observe a decrease in the number of "Safe Schools Incident Reports" related to bullying behaviours;
- To observe a decrease in the number of "Safe Schools Incident Reports" related to cyber-bullying behaviours (i.e., texting, sexting, Snapchat/Instagram);
- To encourage staff members and students to be aware and to report incidents of bullying (i.e., "Anonymous Alerts", talk to a caring adult).

School Vision	At Marshall McLuhan C.S.S., we believe in fostering a safe, caring, accepting and inclusive teaching and learning environment that respects the dignity of everyone. Every student should be able to learn and participate in a safe and respectful environment. Students are encouraged to take positive action when they experience or witness bullying, including cyberbullying, and to seek help from trusted adults.
Goal #3	-->Develop slogans and safe school mottos for the students of the school to follow. --> bring strategies to the elementary schools to promote antibullying for youngers students.

Initiatives/Strategies/Practices

- to develop initiatives/activities throughout the school year that will focus on Bullying Intervention, including the appropriate use of electronic communications;
- to continue to review perceptual data, including "My School, My Voice" and "Safe School Survey" to inform our Safe Schools plan and practices;
- to continue to work with members of the Safe & Accepting Schools Team on a school-wide approach (i.e., virtual assemblies, presentations, workshops)for Bullying Intervention;
- to present the "TCDSB Anonymous Alerts" reporting system to promote safe, positive and accepting school climates by empowering students to anonymously report inappropriate behaviours to school staff;
- to invite guest speaker to address cyber bullying and internet safety with all grades;
- to engage student leaders in promoting school-based initiatives that foster understanding, empathy, compassion, resiliency, confidence, conflict management, and self-regulation skills;
- to encourage staff professional learning with a focus on Bullying Intervention strategies and resources, including reporting incidents of bullying to school staff;
- to engage staff professional learning related to Anti-Black Racism and Anti-Discrimination.
- engage the grade 9 students in a presentation regarding appropriate physical behavior and etiquette during Bullying Awareness Week

Responsibility

- Administration
- Safe & Accepting Schools Team
- Teachers
- Safe Schools Student Ambassadors
- Student Leaders/Mentors (i.e., Student Council, Peer Ministry, Leadership classes)
- Child & Youth Workers
- The Equity Team
- Social Worker

Resources The following resources will be utilized to support these initiatives/strategies/practices:

- PPM 144: Bullying Prevention and Intervention
- TCDSB Policy S.S.11: Bullying Prevention and Intervention
- TCDSB Safe Schools Bullying Resources
- TCDSB Safe Schools Department
- TCDSB Bullying Prevention and Intervention Brochure
- TCDSB Equity, Diversity, Indigenous Education & Community Relations Department
- School Child & Youth Workers
- School Social Worker
- School Chaplain
- School Guidance Teachers
- Toronto Police Services (53 Division)

Measurement of Progress The following metrics will be used to measure progress in achieving the Goal:

- To observe an improvement related to the reporting of bullying incidents in the "Safe School Survey" results by comparing current year to last year;
- To monitor the reporting of bullying incidents via TCDSB "Anonymous Alerts" by students as compared to other methods (i.e., face-to-face to an adult) and to respond appropriately and in a timely manner to such reports;
- To encourage staff members and students to be aware and to report incidents of bullying (i.e., "Anonymous Alerts", talk to a caring adult).

2. Progressive Discipline Plan

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive student behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that include learning opportunities focused on reinforcing positive behaviour and helping students make good choices. PPM 145

School Vision	At Marshall McLuhan C.S.S., we believe in nurturing a whole-school approach for Progressive Discipline that utilizes our School Code of Conduct as a means to provide a framework to address inappropriate student behaviours and to use a continuum of interventions, supports and consequences. We also believe in promoting servant leadership as a model to reinforce positive behaviours within the school community.
Goal #1	--> Use corrective, fair, consistent and supportive measures with learning opportunities in order to improve student behaviour and to help students make good positive choices. -->Promote consistent, fair and developmentally appropriate responses to inappropriate behaviour. -->Address underlying needs where possible and help students develop self-awareness, self-regulation and responsibility. -->Strengthen communication among students, families, teachers, administration and support staff.

Initiatives/Strategies/Practices

--> Develop a consistent message to students that will focus on communicating a clear, consistent and transparent process regarding Progressive Discipline along with all stakeholders;
--> Promote our Progressive Discipline Plan outlining clear expectations of student behaviours and possible outcomes for non-compliance.
-->Apply the current TCDSB and School Code of Conduct and Ministry procedures.
-->Encourage students to model the Catholic School Graduate Expectations through daily PA reminders, grade assemblies, town halls, classroom/hallway visuals (i.e. posters).
-->Promote servant leadership opportunities (i.e., Safe Schools Student Ambassadors, Student Council, Peer Ministry, Student Leaders/Mentors in Clubs/Teams/Sports);
-->Engage students in participating in community service, including extra-curricular activities/clubs, such as, Sports Teams, Drama Council, Equity Team, Reach for the Top.
-->Use a range of interventions and supports appropriate to the circumstances, student needs, seriousness and frequency of behaviour, and any relevant mitigating factors.
-->Use formal or informal mediation circles, restorative conversation or other appropriate relationship-repair approaches when suitable and safe not replacing disciplinary action and reporting.
-->Identify students who may be at risk and coordinate academic and social supports through Student Success, Guidance,Special Education, classroom teachers and support staff.
-->Students develop de-escalation strategies to assist them in taking greater responsibility for their actions.
--> Students are encouraged to report negative behaviours or use Anonymous Alerts (APP).
-->Encourage students to have a caring adult or identify a caring adult in the school when the code of conduct has been broken.
-->Promote the responsible use of social media
-->Teach students on how to be problem-solvers, do conflict resolution and practise self-regulation strategies through wellness initiatives.

Responsibility

- Administration
- Safe & Accepting Schools Team
- Teachers
- Safe Schools Student Ambassadors
- Student Leaders/Mentors (i.e., Student Council, Peer Ministry, Leadership classes)
- Child & Youth Workers
- Social Worker
- Parents/Guardians
- Community Representatives

-->Collaboration with parents/guardians and community representatives on learning opportunities focused on reinforcing positive behaviours and helping students make good choices.
-->Encourage teachers to regularly record Incident Log using Progressive Discipline platform.
-->Staff professional learning with a focus on Progressive Discipline incident reporting
-->Staff learning on relevant topics such as de-escalation, regulation, respectful communication and consistent application of procedures.

Resources The following resources will be utilized to support these initiatives/strategies/practices:

- PPM 145: Progressive Discipline and Promoting Positive Student Behaviour
- TCDSB Policy S.S.10: Progressive Discipline
- TCDSB Progressive Discipline Brochure
- MOE Progressive Discipline Resources (http://edu.gov.on.ca/eng/safeschools/discipline.html)
- MOE Safe and Caring Schools in Ontario Resource Document
- Toronto Police/School Board Protocol
- School Child & Youth Workers
- School Social Worker
- School Guidance Teachers

Measurement of Progress The following metrics will be used to measure progress in achieving the Goal:

--> observe an improvement related to Safe Schools Progressive Discipline incidents being reported by comparing current year to last year.
-->Review behavioural data through the Progressive Discipline platform to inform our Safe Schools Plan and practices.
-->Student, parent/guardian, teacher feedback.
-->Trends in progressive-discipline reports and suspensions.
-->Follow up showing whether interventions are supporting safer behaviour and student engagement.

3. Positive School Climate

A school should be a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable and accepted. The Safe Schools Action Team and student leadership groups can play key roles in supporting learning and practices that educate students and staff members about safety concerns. Those practices used for very challenging situations that can jeopardize the safety and well being of others include, but not limited to: Threat Assessment, Restorative Conference and Mediation Circles.

School Vision	At Marshall McLuhan C.S.S., we believe in fostering a positive school climate where all members of our school community feel safe, valued,connected and accepted. The school will promote respect for differences, school pride,student voice, mental health and well-being and opportunities to contribute through faith, leadership, learning and service.
Goal #1	-->Strengthen belonging and connection to the school community -->Encourage students to model Catholic Graduate Expectations and contribute positively to school life. -->Support physical, social, academic, emotional and spiritual well-being.

Initiatives/Strategies/Practices

--> encourage students to report any physical deficiencies of the school building and other negative behaviours that hurt others through grade assemblies and student campaigns, PA announcements.
--> review perceptual data, including "My School, My Voice", school survey results to inform Safe School plans and actions
--> have workshops and presentations for Mental Health & Well-Being and positive ideas and actions among students
-->focus on healthy and safe practices (i.e., Student Nutrition Program/Breakfast Club, Stop the Stigma Team.
--> encourage staff to do professional learning and attend workshops provided by the Safe Schools Dept with a focus on the TCDSB Mental Health Strategy, Crisis Intervention Protocol and SafeTALK workshops available through Special Services.
--> improve the well-being of students by providing supports and interventions where needed.
-->promote Gospel Values, kindness, respect and inclusion through practising the Graduate Catholic Expectations with daily interactions, curriculum and school messaging.
-->Community Outreach, Grade-level Retreats, Gr. 9 Transition and Orientation
--> Recognize Student Achievements with Awards Ceremony, Cultural Diversity in collaboration with the Equity Team Initiatives, acts of service through the Chaplaincy campaigns and Peer Ministry Charitable Drives through the work of the Peer Ministry class and Teacher Chaplain through announcements, displays and assemblies.
-->Promote workshops through the Toronto Public Health , guest speakers and awareness activities addressing respect, empathy, mental-health literacy, stigma, Substance use and healthy living and relationships.
-->Encourage staff collaboration and professional learning focused on student engagement, inclusive practice, well-being and school improvement.
--> Saying on the PA simple acts naming the positive actions that are occurring.
-->Promote positive communication with families and encourage parent participation in the school community.
--> Multicultural Fair to celebrate diversity and inclusion.
--> Friday shout out initiative: celebrating acts of kindness over the PA gathered by the Safe School Student Ambassadors.

Responsibility

- Administration
- Safe & Accepting Schools Team
- Teachers
- Safe Schools Student Ambassadors
- Student Leaders/Mentors (i.e., Student Council, Peer Ministry, Leadership classes, Stop the Stigma Mentors)
- Child & Youth Workers
- Social Worker
- Parents/Guardians
- Community Representatives

_ Student Leadership with Student Council, Faith Ambassadors, Equity Team, Mental Health student -led

Resources

The following resources will be utilized to support these initiatives/strategies/practices:

- TCDSB Safe Schools Resources
- TCDSB Mental Health Leads and Resources
- MOE Safe and Accepting Schools: Promoting a Positive School Climate (http://edu.gov.on.ca/eng/parents/climate.html)
- TCDSB Equity, Diversity, Indigenous Education & Community Relations Department
- TPH Resources - COVID-19
- School Chaplain
- School Child & Youth Workers
- School Social Worker
- School Guidance Teachers
- School Custodial/Maintenance Staff

Measurement of Progress

The following metrics will be used to measure progress in achieving the Goal:

--> "Workplace Violence and Risk Assessment Survey" completed by staff to be reviewed;
--> Mental Health & Well-Being Questionnaire to be administered to both staff and students;
-->"Safe School Survey"--> My School My Voice to be completed by students and to be reviewed by members of the Safe and Accepting Schools Team.
--> Attendance and punctuality trends.
-->Student and staff feedback about belonging, respect, safety and access to support.
-->Trends in incidents and reporting practices.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At Marshall McLuhan C.S.S., we believe in fostering a positive school climate where all members of our school community feel safe, valued,connected and accepted. The school will promote respect for differences, school pride,student voice, mental health and well-being and opportunities to contribute through faith, leadership, learning and service.
Goal #SVP 1	To collaborate with Student Leadership teams/groups, including Safe Schools Student Ambassadors, Stop the Stigma Mentors, Student Council, Peer Ministry students, and others to implement school-wide initiatives/strategies/practices that promote a positive school climate.

Initiatives/Strategies/Practices

- Student-led initiatives/strategies/practices as developed in consultation with Safe & Accepting Schools Team;
- TCDSB Safe Schools Ambassadors Symposium
- TCDSB Stop the Stigma Student-led Mental Health & Well-Being initiative
- Student Council - School Pep Rallies (Fall & Spring).

Responsibility

- Administration
- Safe & Accepting Schools Team
- Teachers
- Safe Schools Student Ambassadors
- Student Leaders/Mentors (i.e., Student Council, Peer Ministry, Leadership classes, Stop the Stigma Mentors)
- Child & Youth Workers
- Social Worker
- Parents/Guardians
- Community Representatives

Resources The following resources will be utilized to support these initiatives/strategies/practices:

- TCDSB Safe Schools Resources
- MOE Safe and Accepting Schools: Promoting a Positive School Climate (http://edu.gov.on.ca/eng/parents/climate.html)
- TCDSB Equity, Diversity, Indigenous Education & Community Relations Department
- School Resource Officer (SRO)
- School Chaplain
- School Child & Youth Workers
- School Social Worker
- School Guidance Teachers
- School Support Staff

Measurement of Progress The following metrics will be used to measure progress in achieving the Goal:

- "My School, My Voice Survey" to be completed and reviewed by staff and members of the Safe & Accepting Schools Team;
- Student survey to be completed of possible topics/issues of interest to inform Safe Schools Plan and to guide initiatives being planned for this school year;
- To encourage and promote student participation in extra-curriculars, clubs and co-curricular activities offered throughout the school and community at large.

4. Emergency Response Plan

The Toronto Catholic District School Board has a primary responsibility to ensure the safety of students and staff inside Board buildings and on Board property. Central policies and procedures, developed in collaboration with the Toronto Police Service, provide direct support to school administrators in the management of crisis situations, including a lockdown response. It is the responsibility of each school to develop local procedures specific to that school, including a process by which all regular staff members, itinerant and specialist teachers and support staff, facility workers and visitors are informed of local considerations in the event of a threat to school safety. MOE Provincial Model for a Local Police/School Board Protocol

School Vision	All students, staff members and visitors will become knowledgeable about emergency procedures for threats to the safety and well-being of all persons at school, and will be able to appropriately respond according to the guidelines established by TCDSB.
Goal #1	To plan, practice and evaluate a minimum of 4 Lockdown Drills in this school year; one drill per semester.

Initiatives/Strategies/Practices

- A Red Emergency Response Folder, which includes the Emergency and Crisis Response Plan, is placed in every room of the school;
- Each classroom will post Evacuation/Fire Exit Sign and Emergency and Crisis Response Plan Posters;
- Staff in-service on School Safety (including follow-up electronic communications, and Professional Development Days devoted to Health & Safety;
- Practice Lockdown Drills (2 per term, including one drill during a non-structured time) to ensure that the school community knows how to respond when there a threat to school safety;
- Allenby Junior Public School will be the first alternate location if we need to evacuate for safety;
- Improvements are ongoing to the Emergency Communications Systems to better alert the school community;
- Consult with Toronto Police and Toronto Fire Department with regards to evacuation procedures and lockdown practices;
- Develop a binder/folder that includes Emergency Response Procedures for Occasional Teachers.
- Review of classroom doors for window coverings and purchase coverings and install where necessary

--> Brief all staff and students on emergency preparation and Debrief all staff and students on each drill type after it occurs on providing any corrections needed: evacuation, lockdown, bomb threat.

--> Review exit routes and all types of emergency responses and make any appropriate corrections.

Responsibility

- Administration
- Teachers
- School Support Staff
- School Custodial/Maintenance Staff
- Students
- Visitors, including Occasional Teachers

Resources The following resources will be utilized to support these initiatives/strategies/practices:

- TCDSB Safe Schools Department
- TCDSB Threats to School Safety Response Procedures
- TCDSB Emergency and Crisis Response Plan
- MOE Emergency and Crisis Response - 2020-2021
- Toronto Police/School Board Protocol
- Emergency Services (Toronto Police, Fire Department)

Measurement of Progress The following metrics will be used to measure progress in achieving the Goal:

- Anecdotal/Observation Reports to measure progress, in consultation with Toronto Police Services and Toronto Fire Departments;
- Verbal/written Feedback to staff and students upon successful completion of an Evacuation/Fire drill and/or Lockdown Drill with areas of strength and/or in need of improvement.