

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	St. Benedict Catholic School	PRINCIPAL:	Proietti, Edward
SUPERINTENDENT:	Richard Walo		
SCHOOL ADDRESS:	2202 Kipling Ave Toronto ON M9W 4K9		
STUDENT ENROLMENT:	628		

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	**Proietti, Edward**	**Parent Rep**	**Carla Simas**
Teacher Rep	**Fortini-Morano, Annamaria**	**Student Rep**	**Samek, Luke**
Support Staff Rep	**Spizzirri, Marie-Claire**	**Community Rep**	**Father Steve DeMaio**

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	**2026-09-15**	**2**	**2026-10-20**
3	**2027-01-19**	**4**	**2027-03-03**

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

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	St. Benedict Catholic School is committed to fostering a safe, inclusive, and welcoming community rooted in Catholic values, where every student feels respected, valued, represented, and connected. Through meaningful partnerships with staff, families, parish, and community supports, we will promote positive relationships, celebrate diversity, prevent bullying in all its forms, and ensure that all students have equitable opportunities to participate in school teams, clubs, leadership opportunitie
Goal #1	By June 2027, St. Benedict Catholic School will strengthen a school-wide culture of belonging, inclusion, and bullying prevention by implementing consistent, age-appropriate learning opportunities, student-led initiatives, and proactive supports for positive relationships. Through classroom community circles, student leadership, digital citizenship education, and targeted bullying-prevention activities, we will aim to increase students' reported sense of safety and belonging, while monitoring bu

Initiatives/Strategies/Practices

-Implement monthly classroom community circles focused on friendship, empathy, conflict resolution, and respectful communication.
-Integrate the TCDSB Virtue of the Month into classroom instruction, reflection activities, and school-wide announcements.
-Review the St. Benedict Code of Conduct at the beginning of the year and revisit expectations after school breaks or when needed.
-Incorporate culturally relevant and diverse literature that reflects students' identities, experiences, and family structures.
-Establish a student-led Kindness and Belonging Initiative to promote inclusion and positive peer relationships.
-Have student leaders create monthly kindness challenges, awareness posters, short announcements, and peer-inclusion activities.
-Conduct a student voice survey or suggestion activity each term to identify concerns and gather ideas for improving school climate.
-Review participation in teams, clubs, and school events to identify students who may face barriers to involvement.
-Deliver age-appropriate lessons on verbal, relational, physical, and cyberbullying, including group chats, social media, and online exclusion.
-Teach students how to respond safely when they witness bullying, how to report concerns, and how to seek help from trusted adults.
-Collaborate with the Guidance Counsellor, and Social Worker to provide targeted lessons and follow-up supports.
-Host a focused Bullying Awareness and Prevention Week with assemblies, interactive activities, videos, and classroom challenges.
-Recognize Pink Shirt Day through student-created messages, classroom activities, and a school-wide commitment to kindness.
-Invite a qualified guest speaker or community partner to address bullying prevention, healthy relationships, or online safety.
-Share practical bullying-prevention and digital citizenship resources with families through school communications.
-Collaborate with St. Benedict Parish and Youth Ministry to reinforce compassion, dignity, service, and respect.

Responsibility

School administration: Communicate school expectations, review the Code of Conduct, monitor incident trends, and coordinate responses and supports.

Classroom teachers: Facilitate community circles, teach monthly virtues, reinforce respectful behaviour, and respond to and report concerns according to school procedures.

Student leadership team: Plan kindness campaigns, announcements, assemblies, and student-led inclusion activities with staff supervision.

Guidance Counsellor, CYW and Social Worker: Provide prevention education, targeted interventions, student support, and referrals when needed.

Families and community partners: Reinforce respectful relationships, support digital citizenship, and collaborate with the school when concerns arise.

Resources

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

-TCDSB Safe Schools policies, resources, and bullying-prevention materials.
-St. Benedict Code of Conduct and relevant school and board reporting procedures.
-TCDSB Virtue of the Month resources.
-Culturally responsive and inclusive children's literature.
-Digital citizenship and cyberbullying education resources.
-Guidance and Social Work resources.
-Guest speakers and community partners, including St. Benedict Parish and Youth Ministry.
-Student surveys, classroom reflection tools, and participation tracking.
-Pink Shirt Day and Bullying Awareness and Prevention Week resources.

Measurement of Progress

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

Student safety and belonging: Conduct a short, age-appropriate anonymous survey on safety, inclusion, and trusted adults. Repeat the same questions to measure change. Fall baseline, winter check-in, spring review

Bullying-related incidents: Review reported incidents, recurring concerns, locations, and patterns by type of incident. Monthly or each term

Student leadership and participation: Track the number of student-led initiatives and participation in clubs, teams, and school-wide activities. Each term

Student awareness: Use exit tickets, classroom reflections, or short knowledge checks about reporting bullying and accessing support. After key lessons

Staff implementation: Use brief check-ins to determine whether classroom community circles, virtue activities, and prevention lessons are taking place. Each term

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

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Goal #2	Increase bullying awareness Improve student inclusion Implement buddy programs and inclusive activities Teachers, student ambassadors Increase reporting Improve supervision Promote digital safety Teach cyberbullying prevention and digital citizenship Strengthen school climate Virtue Awards for the Month to promote positive behaviour, kindness, respect, empathy, inclusion, and the Catholic virtues of the month Monitor effectiveness

Initiatives/Strategies/Practices

-Explicit teaching of the Zones of Regulation in every classroom
-teachers provided with Zones of Regulation resource book
-post Zones of Regulations visuals in the classroom and use them as anchor charts for teaching
-encourage teachers to practice Mindfulness and Christian Meditation in the classroom
-teachers, SET and EAs to review Accommodations in IEPS, Behavior Support Plans and Safety Plans with students and teach them the language of self advocacy e.g. "I feel frustrated and I need to take a break"
-Encourage positive reinforcement thru sunshine calls
-Promoting kind words and actions throughout the school daily
-Sensory room use to deescalate in room 1121

Responsibility

-Zones of Regulation
-thought papers
-progressive discipline logs (online)
-implementation and support of behaviour support plans and safety plans (EA, classroom teachers, ASD resource teacher, APT)
-EA regular use and maintenance of sensory room
-Social Skills program (EA)

Resources

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

-Students' IEPs and Behavior Support Plans, where applicable
-reflection/thought paper
-TCDSB Safe Schools resources
-progressive discipline application (online)
-Zones of Regulation
-learning skills comments on report card to show improvement

Measurement of Progress

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

The following metrics will be used to measure progress in achieving the Goal:
-fewer student suspensions
-increased teacher confidence and frequency with the online Progressive Discipline Incident Report system

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

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Goal #3	The school will connect students and families with appropriate supports, including: School administration, classroom teachers and the Safe and Accepting Schools Team. Guidance staff, social workers, and other available school-based mental health professionals. TCDSB bullying prevention and intervention resources for students and parents. Community mental health services and specialized supports when required. Trusted adults and appropriate reporting channels for students who witness or expe

Initiatives/Strategies/Practices

-engage students in retroactive practices such as Mediation Circles so that students can be accountable for their own behaviors and repair fractured relationships
-teachers and students will continue to co-create class expectations and agreements on student behaviour, and TCDSB acceptable use policy
-Guidance teacher to lead lessons on building positive relationships and positive usage of technology
-Bell Let's Talk day classroom activities and school-wide PA announcements (January 25)
-guest speaker on acceptable use of technology in particular - social media
-grade 6 administration presentation on acceptable use of technology prior to receiving 1-to-1 device
-community blasts (monthly) - appropriate use of technology, parental tips

Responsibility

-TCDSB acceptable use policy
-TCDSB resources
-guidance counselor visits and presentations
-student leadership team
-Bell Lets Talk Day resources

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

-Ontario Catholic School Graduate Expectations
-St. Benedict Parish
-TCDSB Resources
-Catholic Curriculum Corporation Resources - media literacy co-curricular
-Zones of Regulation
-Common Sense Media

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

-more demonstrated used of self advocacy strategies
-results of the Safe and Caring School Climate Survey (yearly)
-students will engaged in activities that are available at school, parish, and community
-a reduction in the number of verbal, emotional and physical instances of cyber bullying that effect the school climate

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	St. Benedict Catholic School is committed to maintaining a safe, respectful, inclusive, and equitable learning environment through proactive classroom management, consistent implementation of the Ministry of Education and TCDSB Codes of Conduct, and a school-wide progressive discipline approach. Grounded in Catholic values of dignity, compassion, justice, and accountability, we will promote positive student behaviour through early intervention, restorative practices, meaningful partnerships with
Goal #1	By June 2027, St. Benedict Catholic School will strengthen the consistent and equitable implementation of its school-wide Progressive Discipline Plan through proactive classroom management, timely documentation of behavioural incidents, early intervention, restorative and educational responses, and ongoing collaboration with families. Particular emphasis will be placed on preventing and addressing racist and discriminatory behaviour, including racial slurs, gestures, and other forms of racial

Initiatives/Strategies/Practices

-Review and implement the Ministry of Education and TCDSB Codes of Conduct and the St. Benedict Progressive Discipline Plan.
-Co-create classroom expectations with students at the beginning of the school year and revisit them regularly.
-Establish consistent routines, expectations, and age-appropriate consequences across classrooms and common areas.
-Use positive reinforcement, classroom meetings, and early intervention to address emerging behavioural concerns before they escalate.
-Explicitly teach respectful language, emotional regulation, conflict resolution, and responsible decision-making.
-Ensure staff document behavioural incidents accurately, objectively, and promptly using the appropriate TCDSB reporting procedures.
-Refer to the St. Benedict Progressive Discipline Plan when responding to misconduct and determining appropriate interventions.
-Ensure administrative follow-up is timely, proportionate, consistent, and responsive to the circumstances, including the student's age, developmental needs, mitigating factors, and history of behaviour.
-Monitor repeated incidents and patterns to identify students who may benefit from additional support.
-Maintain confidentiality and share student information only through appropriate school procedures.
-Respond promptly to reported racial slurs, racist gestures, and other discriminatory conduct directed toward racialized students.
-Ensure affected students are heard, supported, and protected from further harm or retaliation.
-Apply appropriate consequences and educational interventions in accordance with board policy and applicable requirements.
-Engage parents or guardians and relevant school support personnel in developing appropriate responses and follow-up plans.
-Provide targeted learning on racism, human dignity, empathy, respectful communication, and the impact of discriminatory behaviour.
-Monitor for recurrence and ensure that any restorative process is appropriate, voluntary where required, and does not place responsibility on the harmed student to repair the situation.
-Maintain ongoing communication with parents and guardians, sharing positive feedback as well as concerns requiring intervention.
-Use early collaborative meetings to develop clear behavioural expectations and support strategies for students demonstrating recurring concerns.
-Continue re-entry meetings following suspensions, where applicable, to clarify expectations, identify supports, and establish a plan for successful reintegration.
-Collaborate with the Guidance Counsellor, CYW, Social Worker, and other appropriate supports when additional intervention is required.
-Review the effectiveness of interventions and adjust support plans when behaviours persist.

Responsibility

School administration: Oversee consistent implementation, review incident reports, determine appropriate administrative responses, communicate with families as required, and monitor recurring concerns.

Classroom teachers: Establish expectations, teach and reinforce positive behaviour, document incidents, communicate with families, and implement classroom-level interventions.

All school staff: Maintain consistent expectations, intervene appropriately when safe to do so, report concerns, and follow school and board procedures.

Guidance Counsellor, CYW and Social Worker: Provide student support, behavioural interventions, counselling or referrals within their roles, and collaborate on prevention and follow-up plans.

Parents and guardians: Work collaboratively with the school, reinforce behavioural expectations, and support agreed-upon strategies.

Students: Demonstrate respect, take responsibility for their actions, participate in appropriate interventions, and follow school expectations.

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

St. Benedict Progressive Discipline Plan and school-specific procedures.
Ministry of Education and TCDSB Codes of Conduct and applicable Acceptable Use Policy.
TCDSB Safe Schools policies, resources, and reporting procedures.
Professional development opportunities and workshops on progressive discipline, classroom management, de-escalation, restorative practices, and positive behaviour interventions.
TCDSB online Progressive Discipline Incident Report system and staff guidance materials.
Board-approved anti-racism, equity, and human rights resources to address racial slurs, discriminatory language, gestures, and harassment.
Guidance Counsellor, CYW, Social Worker, and other appropriate student support services.
Student support plans, intake and re-entry meeting documentation, and case conference processes.
School-based data and monitoring tools to identify recurring behavioural concerns and inform targeted interventions.

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

Monitor trends in behavioural incidents, office referrals, bullying-related concerns, and suspensions to evaluate the effectiveness of school-wide prevention and intervention strategies.
Increase staff confidence, consistency, and proficiency in completing online Progressive Discipline Incident Reports through ongoing guidance and professional development.
Conduct intake meetings, where appropriate, to establish clear behavioural expectations, identify contributing factors, engage families, and implement targeted interventions to reduce recurring incidents.
Monitor repeat behavioural incidents following interventions, intake meetings, and suspension re-entry meetings to assess whether strategies are effective.
Use SBS, SBSLT, and case conferences, as appropriate, to review student needs, identify recurring patterns, determine additional supports, and establish next steps.
Review the consistency and timeliness of staff documentation, family communication, administrative follow-up, and implementation of the Progressive Discipline Plan.
Evaluate student safety, respectful behaviour, and the effectiveness of responses to racialized and discriminatory incidents through incident reviews, student feedback, and appropriate follow-up.
Conduct termly reviews of available data to identify areas of improvement and inform ongoing planning.

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	St. Benedict Catholic School is committed to fostering a safe, welcoming, inclusive, and faith-filled learning community in which every student, staff member, and family feels valued, respected, and connected. Grounded in Catholic values of dignity, compassion, respect, and service, we strive to build positive relationships, celebrate diversity, promote student voice, and create meaningful opportunities for participation and belonging. Through collaboration among staff, students, families, paris

Goal #1	By June 2027, St. Benedict Catholic School will strengthen its positive school climate by implementing consistent school-wide initiatives that promote belonging, respectful relationships, student voice, inclusion, and well-being. Through classroom community-building activities, student leadership opportunities, recognition of positive behaviour, family engagement, and school-wide celebrations, we will work toward increasing students' reported sense of belonging, safety, and connection to the sch

Initiatives/Strategies/Practices

Establish regular classroom community circles and discussions that promote respect, empathy, cooperation, and problem-solving.

Incorporate the TCDSB Virtue of the Month into classroom lessons, announcements, and school-wide activities.

Recognize students who demonstrate kindness, perseverance, inclusion, leadership, and service.

Provide opportunities for students to share their ideas, concerns, and suggestions about school life.

Promote welcoming routines and supportive transitions for new students and students returning after extended absences.

Empower student leaders to organize school-wide kindness, inclusion, and community-building initiatives.

Encourage equitable participation in school teams, clubs, leadership opportunities, and special events.

Establish student-led initiatives that celebrate school spirit, positive contributions, and shared responsibility.

Offer age-appropriate opportunities for students to contribute to decisions that affect their school experience.

Review participation opportunities to identify and reduce barriers that may prevent students from getting involved.

Incorporate culturally responsive literature, resources, and learning experiences that reflect the diversity of the school community.

Celebrate students' identities, cultures, strengths, and contributions in meaningful and inclusive ways.

Reinforce expectations for respectful language and interactions, addressing exclusion, discrimination, and harmful behaviour promptly.

Collaborate with the Guidance Counsellor, Social Worker, and other supports to identify and respond to student well-being needs.

Promote positive coping strategies, emotional regulation, help-seeking, and healthy peer relationships.

Strengthen communication between school and home through regular updates, celebrations, and opportunities for family involvement.

Encourage staff collaboration in sharing effective strategies for promoting positive classroom and school environments.

Organize inclusive school-wide events that foster community pride, connection, and participation.

Collaborate with St. Benedict Parish and Youth Ministry to promote service, compassion, and community responsibility.

Recognize staff and student contributions that strengthen school spirit and positive relationships.

Responsibility

School administration: Establish priorities, communicate expectations, support school-wide initiatives, and monitor school climate data.

Classroom teachers: Foster positive classroom environments, build relationships, recognize student contributions, and promote inclusion.

Student leadership team: Organize student-led activities, promote school spirit, and gather student ideas and feedback.

Guidance Counsellor and Social Worker: Support student well-being, positive relationships, emotional regulation, and identified student needs.

All staff: Model respect, promote belonging, reinforce positive behaviour, and contribute to a welcoming school environment.

Families and community partners: Participate in school initiatives, reinforce positive relationships, and collaborate in supporting student success.

Students: Demonstrate respect, contribute to a positive school environment, participate in community-building activities, and help others feel included.

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

TCDSB Positive School Climate, Safe Schools, and student well-being resources.
TCDSB Virtue of the Month materials and Catholic Graduate Expectations.
St. Benedict Code of Conduct and school-wide community-building initiatives.
Student voice surveys, school climate questionnaires, and classroom reflection tools.
Culturally responsive and inclusive literacy materials.
Guidance Counsellor, CYW, Social Worker, and other appropriate student support resources.
Student leadership teams, clubs, and school-wide event committees.
Family engagement resources and school communication platforms.
St. Benedict Parish, Youth Ministry, and community partnerships.
Mental health, social-emotional learning, inclusion, and positive relationship-building resources.

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

Conduct student feedback surveys to assess students' sense of belonging, safety, inclusion, school connectedness, and access to trusted adults.
Monitor participation in school teams, clubs, leadership opportunities, and school-wide activities to identify opportunities to improve student engagement.
Gather staff feedback on school climate, student relationships, and the effectiveness of school-wide initiatives.
Review behavioural incidents, bullying-related concerns, and recurring conflict patterns to identify areas requiring additional support.
Monitor the implementation of classroom community circles, Virtue of the Month activities, and student-led initiatives.
Gather student feedback on school-wide events and identify opportunities to improve inclusion and participation.
Review family engagement and communication opportunities to identify ways to strengthen home-school partnerships.
Conduct termly reviews of available data and feedback to identify strengths, emerging concerns, and priorities for improvement.

School Vision	St. Benedict Catholic School is committed to fostering a safe, welcoming, inclusive, and faith-filled learning community in which every student, staff member, and family feels valued, respected, and connected. Grounded in Catholic values of dignity, compassion, respect, and service, we strive to build positive relationships, celebrate diversity, promote student voice, and create meaningful opportunities for participation and belonging. Through collaboration among staff, students, families, paris
Goal #SVP 1	St. Benedict's School to create a welcoming environment that is inclusive and promotes diversity and equity

Initiatives/Strategies/Practices

Incorporate student-led daily announcements that recognize cultural days of significance, promote inclusion, and celebrate the diversity of the St. Benedict community.

Facilitate regular classroom meetings to discuss student needs, concerns, social justice, equity, inclusion, and positive peer relationships.

Provide opportunities for students to share feedback, propose initiatives, and participate in decisions that contribute to a welcoming school environment.

Purchase culturally relevant and diverse classroom novels, to promote representation, perspective-taking, and meaningful discussions.

Provide multicultural art materials, including a diverse range of skin-tone crayons, pencil crayons, markers, and construction paper, to support inclusive student artwork and self-expression.

Encourage increased student participation and engagement in school-wide initiatives, clubs, leadership opportunities, and community-building activities.
Showcase student work, cultural representation, and student-led contributions throughout the school to reinforce the message that every student is valued and belongs.

Use student feedback and staff observations to identify barriers to participation and develop strategies that encourage broader and more equitable engagement.
Responsibility.

Responsibility

School administration and classroom teachers.
Student leadership team and supervising staff.
St. Benedict Parish and Youth Ministry.
All staff supporting classroom discussions, student voice, and school-wide initiatives.
School staff responsible for literacy resources, art supplies, and inclusive learning materials.

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

Diverse and inclusive literacy resources representing a range of cultures, identities, and lived experiences.

Multicultural art supplies, including a range of skin-tone materials.

Classroom meeting prompts, student feedback surveys, and student leadership planning materials.

School communication platforms, daily announcements, and display spaces for student work.

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

Monitor student participation in leadership opportunities, clubs, school-wide initiatives, and cultural and community-building activities.

Gather student feedback through classroom meetings, student voice surveys, and leadership discussions to identify needs, concerns, and opportunities for improvement.

Monitor the frequency of student-led announcements and initiatives that recognize cultural days of significance and promote inclusion.

Track the acquisition and classroom use of culturally relevant novels and inclusive art materials.

Review classroom and school displays for meaningful representation of student identities, cultures, and experiences.

Gather staff observations and student feedback regarding the welcoming and inclusive nature of the school environment.

Review peer-to-peer conflict trends alongside student feedback to identify areas requiring additional support.

Conduct a termly review of participation, student voice, and school climate indicators to determine next steps.

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.

Initiatives/Strategies/Practices

-administration continues to reinforce safety procedures around fire drills (6 for the year)
-administration continues to reinforce safety procedures around lockdown drills (4 per year)
-all staff are provided with feedback in relation to the fire drills and lock down drills with next steps for improvement
-posters are clearly placed in all classrooms outlining emergency response procedures
-emergency response posters and procedures emailed to all staff
-emergency envelopes are to be situated prominently in all classrooms (emergency lockdown procedures, list of students with prevalent medical conditions, Student Plan of Care for students with medical concerns, fire drill notification sheets--red/green, and classroom key)
-consult with Safe School Department and TPS to plan and execute a lockdown drill during lunch/recess

Responsibility

-principal and VP
-teachers
-support staff
-Safe School Department

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

-TCDSB emergency response policies
-Health and Safety representative
-Toronto Police- Office Tony Santeramo
-Safe School Department
-Julie Fantinato TCDSB K-12 Safe Schools Advisor

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

-everyone in the St. Benedict community will know and follow emergency response procedures as evidenced by the successful completion of emergency drills (fire drills and lockdown drills)
-windows covered
-doors locked
-lights off
-students remain quiet