

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	D'Arcy McGee Catholic School	PRINCIPAL:	Cleary, Jason
SUPERINTENDENT:	George Danfulani		
SCHOOL ADDRESS:	20 Bansley Ave Toronto ON M6E 2A2		
STUDENT ENROLMENT:	207		

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	**Cleary, Jason**	**Support Staff Rep**	**Sheppard, Megan**
Teacher Rep	**Battista, Alexandra**	**Parent Rep**	**Minici, Domenic**

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	**2026-10-09**	**2**	**2026-12-03**
3	**2027-02-02**	**4**	**2027-05-04**

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	It is our goal at D'Arcy McGee to provide an environment where a community of believers work together to support one another; ensuring to recognize differences among those in our school community - i.e. race, ethnicity, Indigenous, etc.
Goal #1	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.

Initiatives/Strategies/Practices

-Bullying Awareness week.
-Safe School Ambassador Symposium.
-Use TCDSB Policies and Program Memoranda to support bullying prevention and intervention in schools
-Provide professional development for staff and students regarding bullying prevention through various initiatives (i.e., school social worker presentation on anti-bullying, Dove Self-Esteem Campaign presentation, Bullying Awareness Week, etc.)
-Catholic Graduate Expectations and Virtue of the Month embedded in classroom lessons and virtue assemblies.
-Teachers and Administration to guide students in small group settings to promote the importance of belonging (i.e. through school clubs, classes, and student leadership opportunities)
-Connecting underserved students with Guidance, Social Worker, Psychologists, CYW, Administration and extracurricular activities, and other resources (i.e. pamphlets) to support them.

Responsibility

- Teachers, Support Staff, Administration, Parents, Students

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

- TCDSB Guideline: Keeping Our Students Safe (Reporting an Incident using the Safe Schools Reporting Form - Part 1 AND Progressive
- Guidance Counsellor and Social Worker to visit to classes and/or individual students
- TCDSB Policy S.S. 11: Bullying Prevention and Intervention
- TCDSB Safe Schools Bullying Resources
- TCDSB Bullying Prevention and Intervention Brochures
- Community Liaison Officer
- Catholic Graduate Expectations
- Bullying Awareness & Prevention Toolkit
- Pastoral Plan
- TCDSB Equity Action Plan

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

- Fewer incidents reported to administration (i.e., number of students sent to office for bullying behaviour)
- Fewer Incident Reports filed
- Junior/Intermediate students (Grades 6/8) complete TCDSB Survey (Safe and Caring Catholic School Climate Survey)
- EQAO Student Survey
- Staff observation/anecdotal evidence

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	It is our goal at D'Arcy McGee to provide an environment where a community of believers work together to support one another; ensuring to recognize differences among those in our school community - i.e. race, ethnicity, Indigenous, etc.
Goal #2	Students will learn how to deal with bullying behaviours.

Initiatives/Strategies/Practices

-Staff professional development on equity.
-Create a climate conducive to professional reflection and open dialogue regarding classroom practices (i.e. share lesson resources, goals, and/or materials that equitably reflect the student population)
-Having resources available for classes to use that promote equity and culturally responsive teaching using materials such as books with diverse family structures, multicultural markers, pencil crayons and paper as well as multicultural dolls and toys.
-Promoting a deeper understanding of equity for students that are BIPOC, as well as, students with Special Education needs through activities and announcements throughout the year
-Presenter on anti-bullying and mental health

Responsibility

Teachers, Support Staff, Administration, Parents, Students

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

Staff professional development on equity and discrimination
TCDSB Equity Action Plan
Promoting a Positive School Climate

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

School Climate Survey Data
Survey staff and parents
General climate of school

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	It is our goal at D'Arcy McGee to provide an environment where a community of believers work together to support one another; ensuring to recognize differences among those in our school community - i.e. race, ethnicity, Indigenous, etc.
Goal #3	Students will learn about resources to assist with bullying behaviours.

Initiatives/Strategies/Practices

-Explicit teaching and modelling of age-appropriate language, behaviour, and ways to respond to conflict (e.g., provide scripts, opportunities for role-play, anchor charts, practise a variety of coping strategies, etc.)
-Providing educational tools to assist students with conflict management (e.g., books, fidget toys, squish balls, designated calming centre in the classroom or school, calming kit to be kept in the office)
-Connecting underserved students with Guidance, Social Worker, Autism Support Team, Behaviour Support Team, Psychologists, CYW, Administration and extracurricular activities, and other resources (i.e. pamphlets) to support them.

Responsibility

School and Board Staff, Parents, Student, Police Liaison Officer

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

-Classroom/school resources
-TCDSB Bullying Prevention and Intervention Brochure; TCDSB Bullying Awareness and Prevention Website
-TCDSB Safe Schools Bullying Resources and Safe Schools Website
-TCDSB Human Resources--social worker, guidance counsellor
-TCDSB Progressive Discipline policy

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

-Safe and Caring Catholic School Climate Survey
-School Data (Qualitative and Quantitative)

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	To create an environment where everyone is safe, understood, supported, and responsible for their actions.
Goal #1	To utilise a range of interventions and supports that include learning opportunities to develop skills and promote positive student behaviours and interactions.

Initiatives/Strategies/Practices

- Ensure that collaborative dialogue is maintained between stakeholders when implementing and following the School Code of Conduct and Progressive Discipline.
- Address potential mitigating circumstances behind a student's choices to determine an understanding of the events that have occurred and how to implement consequences that support student development (i.e. dialogue with students, teachers, parents, etc.)
- Consistent and timely follow through with Progressive Discipline of inappropriate student behaviour.
- Provide learning opportunities for students to understand unacceptable behaviours, and take responsibility for their actions, allowing them to learn from the impact of their behaviour.
- Utilization of resources and targeted efforts through regular reminders during morning announcements, assemblies, newsletters and by classroom teachers
- Visits by guidance teacher (e.g., classroom presentations, meetings, and discussions)
- The school guidance teacher and social worker will provide counselling for specific students.
- Continue to remind all staff that they are responsible for supporting bullying awareness, reporting and prevention.

Responsibility

- Staff, Parents, Administration

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

- Safe Schools website
- Progressive Discipline Protocol and website
- Restorative Practices Circles as required
- Referral to outside agencies as required
- TCDSB Guideline: Keeping Our Students Safe (Reporting an Incident using the Safe Schools Reporting Form - Part 1 AND Progressive Discipline Incident Report)
- Guidance Counsellor and social worker visits to classes and/or individual students
- TCDSB Policy S.S. 11: Bullying Prevention and Intervention
- Code of Conduct in all Student Agendas
- TCDSB Safe Schools Bullying Resources
- TCDSB Bullying Prevention and Intervention
- Bullying Awareness and Prevention Toolkit

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

- Fewer incidents reported to administration (i.e., number of students sent to office for bullying behaviour, number of Progressive Discipline Reports dealing with Bullying)
- Junior/Intermediate students (Grades 6/8) complete TCDSB Survey (Safe and Caring Catholic School Climate Survey)
- Staff observation/anecdotal evidence
- More parents will work cooperatively with all school staff in the development of their child's behavior, social, and emotional growth.
- More students will take responsibility for their actions to demonstrate growth in social/emotional behavior.

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	To promote a safe, positive and inclusive school environment for all community members, both inside and outside the classroom.
Goal #1	To provide opportunities for all school community members to reflect on, learn about, and be celebrated for their contributions to creating a positive school climate.

Initiatives/Strategies/Practices

- Create a climate conducive to professional reflection and open dialogue regarding classroom practices (i.e., share lesson resources, goals, and/or materials that equitably reflect the student population).
- Students will be celebrated regularly for their contributions towards fostering a positive school climate (i.e., Virtue of the Month Award Recipients and Assemblies, Joy Squad initiatives).
- Student clubs and presentations aimed at promoting healthy interactions.
- Catholic School Graduate Expectations embedded in classroom lessons throughout all grades.
- Conversations and explicit instruction on a range of coping strategies (e.g., growth mindset, mindfulness, positive self-talk, the zones of self-regulation, etc.) integrated into classroom lessons, particularly for students in the primary grades.
- Grade/Divisional/School meetings/assemblies that focus on D'Arcy McGee' Code of Conduct/Progressive Discipline
- Social Worker and guidance counsellor support (e.g., individual support and presentations)

Responsibility

- Staff, Parents, Administration

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

- Safe Schools website
- Restorative and Mediation Practices
- Guidance
- Social Worker
- Referral to outside agencies as required.
- Progressive Discipline Protocol and Safe Schools Statistics
- TCDSB Policy S.S.11 Bullying Prevention & Awareness http://www.tcdsb.org/policyregister/SS11.htm
- TCDSB Safe Schools Bullying Resources http://sharepoint01/SafeSchools/Document%20Library/Forms/AllItems.aspx
- TCDSB Bullying Prevention and Intervention Brochure
- MOE (Ministry Resources)
- PPM 145: Bullying Prevention and Intervention
- Bullying Awareness and Prevention Toolkit

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

- Fewer incidents reported to staff (i.e., number of students sent to office for conflict/bullying behaviours, number of Progressive Discipline Incident reports)
- Junior/Intermediate students (Grades 6/8) complete TCDSB Survey (Safe and Caring Catholic School Climate Survey)
- Staff observation/anecdotal evidence

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	To promote a safe, positive and inclusive school environment for all community members, both inside and outside the classroom.
Goal #SVP 1	To strengthen the bond between school, home and parish with the first year of our pastoral plan We Belong as our focus.

Initiatives/Strategies/Practices

(1) Plan and work closely with Father Patrick at St. Thomas Aquinas Church to facilitate masses, reconciliation, and other liturgical celebrations throughout the school year.
(2) D'arcy's Choir to enhance our religious celebrations, student-led readers, Powerpoint presentations and songs for community masses.
(3) Work with CSPC to encourage academic excellence and community events.
(4) On going communication with parents through school newsletters, website, and email.
(5) Review all school routines (RDI) throughout the year.

Responsibility

Staff leaders, Administration, CSPC, Parish

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

TCDSB theology resources
Renewing the Promise
CPCO
Peer mediation

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

Increased participation at our liturgical celebrations
Increased parent involvement at school events
On-going feedback from parents, staff, and parish priests

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

- Emergency responses (Fire Drills and Lockdown Procedures) will be practiced to ensure that staff and students are better able to respond appropriately.
- Emergency procedures will be put in place for staff and students with different abilities.
- Clear protocols will be enforced for all visitors to school.
- Visit by TPS to observe lockdown drill.

Responsibility

- Principal
- Safe Schools Team
- Students
- Support Staff

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

- Threats to School Safety Response Procedures
- Community police
- Safe School Committee

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

- Assessment of lockdown and fire drills
- Emergency Procedure poster is visible in each classroom
- Emergency response plan binder updated, as needed
- Feedback from TPS.