

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	Loretto Abbey Catholic Secondary School	PRINCIPAL:	Bartolini, Anita
SUPERINTENDENT:	Roy Fernandes		
SCHOOL ADDRESS:	101 Mason Blvd Toronto ON M5M 3E2		
STUDENT ENROLMENT:	720		

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	**Cocuzzoli, Carmela**	**Student Rep**	**Mazza, Melissa**
Teacher Rep	**Furfaro, Antonio**	**Student Rep**	**Testani, Lia**
Teacher Rep	**Spagnuolo, Stephanie**	**Student Rep**	**Vargas, Gabriela**
Support Staff Rep	**Lee, Heidi**	**Student Rep**	**Wigglesworth, Madelyn**
Student Rep	**Aimable, Malayka**		

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	**2026-02-16**	**2**	**2026-02-25**
3	**2026-10-29**	**4**	**2026-11-24**

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	At Loretto Abbey C.S.S., we believe in fostering a safe, caring, accepting, and inclusive teaching and learning environment that respects the dignity of everyone and where every student reaches their God-given potential. Through a school-wide approach, we aim to develop and nurture a positive school climate.
Goal #1	To continue to raise awareness of what bullying is, including cyberbullying, through student leadership opportunities within the school community by including school-based initiatives that promote respectful behaviours and relationships. Our non semester model allows for every student to be introduced to the Catholic Social Teaching Principles- most notably "Dignity of the Human Person" in the grade 9 Religious Education Curriculum and throughout their high school experience.

Initiatives/Strategies/Practices

•To review the LAT School Code of Conduct at the beginning of the school year and to implement through grade-level assemblies where the Admin team and other school staff will address student expectations as well as policies and procedures that promote positive behaviours;

•To continue to use the My School Day Application to provide updates in real-time for students, staff, and parents/guardians as well as provide any updates via the P.A. system, in classrooms, and via School Messenger;

•To review perceptual data available through the PowerBI Dashboard, including "2026-2027" Student and Parent Climate Survey" to inform our Safe Schools Plan;

•To continue to encourage Bullying Awareness and education across the curriculum, which includes ensuring that students know who they can contact if they encounter bullying;

•To collaborate with members of the Safe & Accepting Schools Team (SAST) on a school-wide approach (i.e., assemblies, presentations, and workshops) for Bullying/Cyberbullying Awareness and education;

•To attend the TCDSB Secondary Schools Safe Schools Student Ambassador Symposium in November 2026 and April 2027 with student representatives from SAST and to share learning from the event with peers upon return to school;

•To engage student leaders to promote school-based initiatives that foster kindness, empathy, compassion, resiliency and courage;

.Organize anti-bullying assemblies to help students celebrate what makes them, and others, unique and to celebrate our differences--experience has shown that bullying usually occurs because of our perceived differences;

•To encourage staff professional learning, with a focus on bullying and cyberbullying awareness, as made available by the TCDSB Safe Schools Department in-person professional learning modules and/or professional learning videos;

•To continue to introduce new programs and to support current leadership programs and provide opportunities for training and education to students and staff which address Bullying Awareness.

•Invite Children and Youth Services of Toronto/Epilepsy Toronto to present to our Grade 9 an 10 students on October 13, 2026

*Invite Toronto Victim's Services to provide a mental health/healthy relationships and safe on line (Digital Citizenship) activity presentations throughout the school year
in order to engage the majority of our school population

Responsibility

* Administration
* Safe & Accepting Schools Team (SAST)
* Teachers
* Chaplaincy student leaders
* Safe Schools Student Ambassadors
* Student Leaders/Mentors (i.e., Student Council, Leadership classes)
* Child & Youth Worker
* Support staff
* Parents/guardians

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 Department
- TCDSB Equity, Diversity, Indigenous Education & Community Relations Department
- Toronto Police Services - 32 Division
- School Social Worker
- Child & Youth Worker
- School Chaplains
- Guidance Teachers
- Classroom Teachers
- Community-based resources, including Toronto Public Health
- Religoius Education Curriculum Grades 9-12
- A variety of community presenters as deemed appropriate and beneficial in meeting the needs of our school community.

Measurement of Progress

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

By June 2027, the proportion of students indicating that they feel very safe and safe will remain the same or will increase as reflected in the "TCDSB Student Voice Survey".

As evidenced by the "TCDSB Student Voice Survey" the data indicates that between 81.6% to 97.1% of students feel safe in several spaces at Loretto Abbey; however between 32.2% and 61.1% of students feel unsafe in some spaces on or near the school property. In particular, students indicated that they do not feel safe when walking/travelling to and from school (32.2% Very unsafe & Unsafe), on the school bus to and from school (55.2% Very unsafe and Unsafe), and on the TTC to and from school (61.1% Very Unsafe and Unsafe). We will continue to raise awareness of personal safety in/around the school community, in particular when commuting to/from school by decreasing the percentage of students who reported feeling unsafe or very unsafe by 10%. Further investigations and surveys of the student community will further clarify areas of concern that can be focussed on for further action and resolve. For example: increased lighting on streets, wildlife encounters, overcrowding at bus stops. In addition just as was done last year, administration will continue to communicate with the TTC to ensure that bus routes and frequency of services are adjusted to meet our students' needs and safety at all times.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At Loretto Abbey C.S.S., we believe in fostering a safe, caring, accepting, and inclusive teaching and learning environment that respects the dignity of everyone and where every student reaches their God-given potential. Through a school-wide approach, we aim to develop and nurture a positive school climate.
Goal #2	To continue to explore and implement strategies that promote Bullying Prevention, including internet and social media safety.

Initiatives/Strategies/Practices

•To create announcements by student representatives on the Safe & Accepting Schools Team (SAST) that can be shared on the grade-level Google Classrooms and social media with suggestions for bullying prevention and promoting a safe and accepting school climate;

•To create a display board on 2nd Floor bulletin board to promote positive behaviours and to share safety tips and resources for students on behalf of the SAST team;

•To invite a guest speaker or group to facilitate an interactive anti-bullying presentation titled to help students celebrate what makes them, and others, unique and to celebrates our differences because experience has shown that bullying usually occurs because of our perceived differences;

•To invite representatives from TPC and TTC to facilitate a presentation for Grade 9 students on Internet and Cyber Safety as well as offer a workshop for parents/guardians;in addition the TTC delegates can reinforce our committment to promoting safety on the TTC

•To engage Chaplaincy, CYW and Guidance Teachers to work with students who may feel bullied;

•To promote the caring adult model in the school community whereby students will be encouraged to report incidents of bullying to staff;

•To seek opportunities to build community, such as, Student Nutrition Program monthly lunches, special schedules, and other projects, which will help to decrease bullying and improve overall mental health and well-being;

•To encourage all students to become involved with school and community-based activities, events, and clubs, as well as make available to students and parents/guardians school and community resources that foster student engagement and well-being.

Responsibility

* Administration
* Safe & Accepting Schools Team (SAST)
* Teachers
* Safe Schools Student Ambassadors
* Student Leaders/Mentors (i.e., Student Council, Leadership classes)
* Child & Youth Worker
* Support staff
* Parents/guardians

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 Department
- TCDSB Equity, Diversity, Indigenous Education & Community Relations Department
- Toronto Police Services - 32 Division
- School Social Worker
- Child & Youth Worker
- School Chaplains
- Guidance Teachers
- Classroom Teachers
- Community-based resources, including Toronto Public Health

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

To observe a decrease in the number of "Safe Schools Incident Reports" related to bullying behaviours, including cyberbullying behaviours (i.e., inappropriate use of electronic communications/social media). We will continue to focus our collective efforts to create a safe and accepting teaching and learning environment, which discourages and minimizes incidents of bullying, including cyberbullying as well as promotes healthy relationships.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At Loretto Abbey C.S.S., we believe in fostering a safe, caring, accepting, and inclusive teaching and learning environment that respects the dignity of everyone and where every student reaches their God-given potential. Through a school-wide approach, we aim to develop and nurture a positive school climate.
Goal #3	To promote strategies and resources that foster Bullying intervention in particular, encouraging students to speak with a caring adult about bullying and uncomfortable situations that might arise. Students may also connect with their "Big Sister/Little Sister".

Initiatives/Strategies/Practices

* To implement initiatives/activities throughout the school year that will focus on Bullying Intervention, including the appropriate use of electronic communications;

* To work with Safe & Accepting Schools Team (SAST), in particular, student representatives (Safe Schools Ambassadors) to develop school-wide approaches (i.e., presentations, social media awareness campaign, workshops) for Bullying Intervention.

* To work with Mental Health Action Team (MHAT) to develop school-wide approaches to promote strategies/resources related to bullying impacts on mental health & well-being;

* To continue to encourage students to report inappropriate behaviours to a caring adult, including Teacher, Guidance Teacher, CYW, and/or Administrator;

* To invite CYW to facilitate conflict mediation circle with students, as needed;

* Administration will speak to individual students and parents/guardians regarding the correction of inappropriate behaviour(s);

* Administration will communicate with staff all the required information regarding any fresh starts protocol and/or students at risk.
* Increase the number of students who can identify a caring adult in our school community

Responsibility

* Administration
* Safe & Accepting Schools Team (SAST)
* Teachers
* Safe Schools Student Ambassadors
* Student Leaders/Mentors (i.e., Student Council, Leadership classes)
* Child & Youth Worker
* Support staff
* Parents/guardians

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 Department
- TCDSB Equity, Diversity, Indigenous Education & Community Relations Department
- Toronto Police Services - 32 Division
- School Social Worker
- Child & Youth Worker
- School Chaplains
- Guidance Teachers
- Classroom Teachers
- Community-based resources, including Toronto Public Health

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

As evidenced by the "TCDSB Student Voice Survey" results from March 2023, the data indicates that 15.79% of students reported that they have experienced bullying and 17.54% of students reported that they have witnessed another student being bullied at school. We will continue to work towards decreasing the percentage of students who experience being bullied at school by observing an improvement related to the reporting of bullying incidents in the "TCDSB Student Voice Survey" results by comparing current year to previous year. We will also monitor the reporting of bullying incidents by students to caring adults (i.e., face-to-face, e-mail, or other method) and to respond appropriately in a timely manner to such reports.

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

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At Loretto Abbey C.S.S., we believe in nurturing a whole-school approach to Progressive Discipline that utilizes the School Code of Conduct as a framework to address inappropriate student behaviours. By using our LAT Supporting Student Success & Well-Being Protocol, it allows us to encompass our Catholic values and fully support our students and address their needs through a continuum of resources and intervention strategies.
Goal #1	We will continue to use corrective and supportive measures, with staff, students, and parents/guardians, in order to improve student behaviours and to build positive relationships. We depend on consistent and prompt progressive discipline reporting by everyone in the community, so that when we witness inappropriate behaviours, we respond in a timely manner, while working towards an appropriate resolution.

Initiatives/Strategies/Practices

* To develop initiatives/activities throughout the school year that will focus on communicating a clear, consistent and transparent process regarding Progressive Discipline with all stakeholders;

* To review behavioural data through the Progressive Discipline platform in order to inform our Safe Schools Plan and practices;

* To encourage students to model the Catholic School Graduate Expectations through daily reminders, grade-level assemblies, classroom/hallway visuals (i.e., posters);

* To engage Catholic Student Leadership (i.e., grade 12 Leadership class) to facilitate STOMP vaping prevention program to mobilize youth in our school to take action on smoking and vaping while creating a healthier school environment;

*Invite someone from Toronto Public Health to speak and present to our students on the dangers of "VAPING";

* To continue to in-service staff on the Progressive Discipline Safe Schools TCDSB Web Applications. Administration will continue to encourage staff to use the web application to document and further communicate with all relevant parties. (Safe Schools Platform and Cority)

* To continue to develop a pyramid of intervention strategies for all staff members clearly delineating next steps and responsibilities while aligning practices with Board protocol;

* To use tools that promote positive student behaviours (i.e., a behaviour contract, student tracking log, CYW, Guidance and Chaplaincy check-ins, etc.);

* To implement "LAT Supporting Student Success & Well-Being Protocol", which outlines the process to address classroom concerns (i.e., academic, attendance, behaviour, and/or other) and highlights the network of caring adults available to provide support (i.e., Guidance, Special Education, Student Success Teachers, Chaplaincy, Special Services, CYW, and Administration);

* To reinforce student discipline and correction of students' behaviour as an opportunity for a "teachable moment" with students that includes an educational piece and should not be solely punitive but restorative;

* To encourage staff professional learning, with a focus on bullying and cyberbullying awareness, as made available by the TCDSB Safe Schools Department in-person professional learning modules and/or professional learning videos and Professional Development Days, Professional Learning Circle Days as well as Departmental Meetings.

Responsibility

* Administration
* Safe & Accepting Schools Team (SAST)
* Teachers
* Safe Schools Student Ambassadors
* Student Leaders/Mentors (i.e., Student Council, Leadership classes)
* Child & Youth Worker
* Support staff
* Parents/guardians
* Community members

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 Safe Schools Department
- TCDSB Equity, Diversity, Indigenous Education & Community Relations Department
- TCDSB Anonymous Alerts Application
- Toronto Police Services - 32 Division
- MOE Progressive Discipline Resources
- MOE Safe and Caring Schools in Ontario Resource Document
- School Social Worker
- Child & Youth Worker
- School Chaplains
- Guidance Teachers
- Classroom Teachers
- Community-based resources, including Toronto Public Health

Measurement of Progress

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

By June 2027, the proportion of students indicating that they feel safe all or most of the time will remain the same or will increase as reflected in the "TCDSB Student Voice Survey".

By using our Progressive Discipline and Supporting Student Success & Well-Being Protocol, we will observe an improvement related to Safe Schools Progressive Discipline incidents being reported as compared to the previous year's behavioural data. We will continue to encourage staff to keep Incident Logs using the Progressive Discipline platform and Cority. We will collaborate with parents/guardians and community representatives on learning opportunities focused on reinforcing positive behaviours and helping students make good choices.

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 Loretto Abbey C.S.S., we believe in fostering a positive school climate where all members of our school community feel safe and accepted. By using a school wide approach, we promote opportunities for student involvement whereby students are engaged and responsible for their learning.
Goal #1	To continue to promote a positive school climate where we all belong, while fostering a sense of LAT pride among students and nurturing mental health and well-being. We will continue to provide students with ample opportunities for leadership, academic, and personal success and growth.

Initiatives/Strategies/Practices

•To develop events/activities throughout the school year that will focus on promoting positive school climate, including acknowledging heritage months and other equity initiatives;

•To collaborate with members of the Safe & Accepting Schools Team (SAST) and Mental Health Action Team (MHAT) on a school-wide approach (i.e., assemblies, presentations, and workshops) to address mental health and well-being;

•To engage Grade 9 students in learning about Afro-Caribbean cultures through participation in dance workshops facilitated by guest presenters and linked to the Grade 9 FSL curriculum;

•To engage Grade 11 & 12 students in learning about Indigenous storytelling through interactive presentations, guest presenters (selected by staff moderators and student leaders. Presentation by Jason Johnson Indigenous Storyteller--Truth Before Reconciliation Workshop for Grade 11 and 12 students on September 30, 2026.

•To engage student leaders to promote school-based initiatives that focus on promoting mentally healthy schools and to support new student activities, teams, and clubs;

•To ensure newcomers and ELL students feel welcome in their new school environment and are supported in making new friends and learning about the community with CYW, School Social Worker and Community Support Workers such as Settlement Workers. Attend Newcomer Conference, LISA (Loretto International Student Association) Newcomer Club.

•To encourage students to model the Ontario Catholic Graduate Expectations on a daily basis and to recognize students for demonstrating Virtues of the Month and/or Ontario Catholic Graduation Expectations through Awards presented by the Chaplaincy Team;

•To organize a "Wellness Day" in collaboration with Mental Health Action Team (MHAT) and Safe & Accepting Schools Team (SAST) that will offer a variety of workshops for students (i.e., mindfulness, physical fitness, dance, creative expression through arts, etc.);

•To continue to inform and educate the school community about substance misuse, vaping, and mental health - to facilitate STOMP program through Gr 12 Catholic Student Leadership; Visible presence of posters around the school.

•To encourage community-building through Student Nutrition program healthy lunch/snacks throughout the school year, such as, Community B.B.Q. (September) with common lunch period, Hallowe'en Lunch (October), Christmas Lunch (December), Valentine's Day Treat (February), Easter Lunch (March/April), and End-of-Year Community B.B.Q. (June) with common lunch period;

•To embrace opportunities to recognize diversity and to promote a culture of belonging - International Day of Pink, World Autism Day, etc.

•To continue to engage students in co-/extra-curricular clubs, teams, and activities and to regularly review large and small-scale school events to ensure that they are inclusive and represent the mosaic of our school community including Multicultural Day, Assemblies throughout the school year and showcasing the multitude of cultural clubs at our school.

•To maintain open lines of communication with our school community through School Messenger, official social media accounts, grade-level Google Classrooms, school newsletter, as well as through the school website;

•To encourage staff professional learning, with a focus on mental health and well-being, as made available by the TCDSB Special Services Department and other community organizations, professional development days PLC opportunities throughout the school year.

•To encourage both students and staff to use gender neutral comments and language in their classroom and personal interactions.

•Bell Let's Talk Day - Positive Message Board displayed in main hallway, Presentation from Toronto Victims Services related to Sex Trafficking -January 2027

•Run activities, design posters and announcements for Bullying Prevention Week, November 16 to 20, 2026

•During Mental Health Week we will continue to run activities such as cookie decoration, "De-Stress Cafe" where students may sip on herbal teas in the quiet meditative setting of a quiet classroom.

•On Pink Shirt Day, positive inspirational messages are posted on lockers on "POST IT" notes.

Responsibility

* Administration
* Safe & Accepting Schools Team (SAST)
* Teachers
* Safe Schools Student Ambassadors
* Student Leaders/Mentors (i.e., Student Council, Leadership classes; Mental Health Action Team)
* Child & Youth Worker
* Support staff
* School Social Worker and Psychologist
* Parents/guardians
* Visitors, including Occasional Teachers
* Community members

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

- TCDSB Mental Health Lead and Resources
- TCDSB Policy S.03: Mental Health and Well-Being Policy
- TCDSB Safe Schools Department
- TCDSB Equity, Diversity, Indigenous Education & Community Relations Department
- MOE Safe and Caring Schools in Ontario Resource Document
- School Social Worker and Psychologist
- Child & Youth Worker
- School Chaplains
- Guidance Teachers
- Classroom Teachers
- Support Staff
- Community-based resources, including Toronto Public Health

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

*To observe an improvement in the overall school climate and fostering a culture that embraces equity, diversity and inclusion (i.e., engaging in strategies and activities that embrace cultural wealth at school) as evidenced by the results of "TCDSB Student Voice Survey".

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At Loretto Abbey C.S.S., we believe in fostering a positive school climate where all members of our school community feel safe and accepted. By using a school wide approach, we promote opportunities for student involvement whereby students are engaged and responsible for their learning.
Goal #2	At Loretto Abbey C.S.S. we are committed as a staff in Promoting a Positive School Climate by Creating Caring and Inclusive Classrooms by attending and participating in the multi-session professional learning hosted by the Safe Schools Department.

Initiatives/Strategies/Practices

The purpose of this intentional professional learning is to create a shift in school culture where students are better able to regulate behaviour, have an increased sense of belonging, and experience greater academic success. Our aim is to engage with a small cohort of interested teachers to build relationships with them over time, and to create spaces and opportunities for professional dialogue and feedback. Our team will then have the opportunity to work with our departments and our school community to determine appropriate capacity building next steps, to be developed over the course of the school year.

Responsibility

All staff will work towards this initiative and discuss at staff meetings and portions of the PLCs.

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

Resources brought forward at the PD meetings at Salisbury Street.

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

To be determined based on school goals established at staff meetings and in tune with our school plan. The following metrics will be used to measure progress in achieving each goal.

*to observe a a visible improvement in overall school climate and fostering a culture that embraces equity, diversity and inclusion (engaging in strategies and activities that embrace cultural wealth at school) as evidenced by the results of "TCDSB STudent Voice Survey" and encouraging student feedback/voice.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At Loretto Abbey C.S.S., we believe in fostering a positive school climate where all members of our school community feel safe and accepted. By using a school wide approach, we promote opportunities for student involvement whereby students are engaged and responsible for their learning.
Goal #3	The TCDSB Safe Schools Department works together with the TTC Community Engagement Team has developed a series of daily announcements to promote safety and appropriate conduct while travelling by TTC. The set of daily announcements with tips and reminders about appropriate behaviour and the appropriate use of the TTC will be shared with students. We will include this information in our newsletters to students and families.

Initiatives/Strategies/Practices

We will read these announcements daily over the Public Address System at the school and share with parents in our weekly bulletin and newsletters as well as parent council meetings.

Responsibility

It will be the responsibility of the administrative team and school staff to ensure students are listening during these announcements and that they are taken seriously.

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

Safe Schools Department/TTC Community Engagement Team daily announcements.

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

To be determined based on school goals established at staff meetings and in tune with our school plan and surveys conducted by our student leadership teams.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At Loretto Abbey C.S.S., we believe in fostering a positive school climate where all members of our school community feel safe and accepted. By using a school wide approach, we promote opportunities for student involvement whereby students are engaged and responsible for their learning.
Goal #SVP 1	To nurture student and staff mental health and well-being as well as equitable and inclusive educational practices.

Initiatives/Strategies/Practices

The Safe & Accepting Schools Team (SAST) in collaboration with Mental Health Action Team (MHAT), and Leadership students will host a "Wellness Day" to promote mental health and well-being.

The Safe & Accepting Schools Team (SAST) in collaboration with Mental Health Action Team (MHAT) will also develop and implement various activities/events (i.e., social media campaigns, presentations, guest speakers) focused on student mental health and well-being.

Responsibility

* Administration
* Safe & Accepting Schools Team (SAST)
* Teachers
* Safe Schools Student Ambassadors
* Student Leaders/Mentors (i.e., Student Council, Leadership classes; Mental Health Action Team-MHAT)
* Child & Youth Worker
* Support staff
* School Social Worker and Psychologist
* Parents/guardians
* Community members

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

- TCDSB Mental Health Lead and Resources
- TCDSB Policy S.03: Mental Health and Well-Being Policy
- TCDSB Safe Schools Department
- TCDSB Equity, Diversity, Indigenous Education & Community Relations Department
- MOE Safe and Caring Schools in Ontario Resource Document
- School Social Worker and Psychologist
- Child & Youth Worker
- School Chaplains
- Guidance Teachers
- Classroom Teachers
- Support Staff
- Community-based resources, including Toronto Public Health "Healthy Schools Toolkit"

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

*To observe an improvement in the overall school climate and fostering a culture that embraces equity, diversity and inclusion (i.e., engaging in strategies and activities that embrace cultural wealth at school) as evidenced by the results of "TCDSB Student Voice Survey" (forthcoming) and encouraging student feedback/voice (i.e., student surveys on possible uniform changes, possible new programs/courses at the school).

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

* Each classroom will have posted Evacuation/Fire Exit signage as well as Emergency and Crisis Response Plan poster and particularly a "RED" folder with all current Evacuation/Fire Exit/Lockdown and Bomb Threat information as well as current class lists for each class scheduled in that particular classroom. (This folder is to be carried outside during Fire Drill and referenced during other drills and evacuations.

*Adimistration will review protocols at PD days and PLC days. Staff are to review threats to school safety with students as per the Emergency Procedures in the current school year's Teacher's Handbook. Information is provided to the parent/guardian as required and needed;

* To practice Lockdown Drills (3 per term, including one drill during a non-structured time) to ensure that school community knows how to respond when there is a threat to school safety;after each drill administration with debrief with staff and students to determine defiencies and next steps

* To liaise with Toronto Fire Department and Toronto Police Services-32 Division, as needed, regarding the dates/times of Fire and Lockdown Drills;

* Access to the building has been upgraded to include remote entry points, which allow only authorized individuals entry to the building;

* Improvement measures to the parking lot with increased safety signage, lighting and greater monitoring of the parking lot as well as improvements to P.A. system in order to reach our entire campus.

Responsibility

All members of the Loretto Abbey C.S.S. staff (Administration, Teachers, and Support Staff) as well as Visitors (Occasional Teachers) will participate in executing our Safe School Plan. Students understand the importance of planning and practising for our drills to ensure that we can respond appropriately in the event of an emergency or drill.

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
- Toronto Fire Department
- Toronto Police Services - 32 Division
- All school staff (Admin, Teachers, Support Staff, Custodians)

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

In consultation with Toronto Fire Department and Toronto Police Services, anecdotal/observation reports to measure progress of school safety drills. We will also provide 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 areas in need of improvement.