

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. Catherine Catholic School	PRINCIPAL:	Vanslack, Bart
SUPERINTENDENT:	Flora Cifelli		
SCHOOL ADDRESS:	30 Roanoke Rd Toronto ON M3A 1E9		
STUDENT ENROLMENT:	88		

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	**Vanslack, Bart**	**Support Staff Rep**	**Maria Morra-Guerrieri**
Teacher Rep	**Abraham, Tina**	**Parent Rep**	**Alicia Ravello-Carabon**

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	**2026-09-24**	**2**	**2026-10-20**
3	**2027-02-24**	**4**	**2027-05-07**

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	All students, staff members and visitors will become aware of the need to be upstanders, not bystanders on behalf of all persons at school, and will be able to appropriately respond and report according to the guidelines of prevention and intervention established by TCDSB.
Goal #1	To have all students, staff and visitors be aware of the need to be upstanders, not bystanders and respond and report all situations of bullying.

Initiatives/Strategies/Practices

- Classroom instruction
- P.A. announcements
- Student leaders and leadership initiatives in teaching others about healthy school environments
- Work with staff to establish intervention programs
- Enable student leadership in anti-bullying programs, “upstanders” vs “bystanders”
- Ministry and Safe Schools information shared with parents and staff
- guest speakers/presenters

Responsibility

- staff
- students
- board staff

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

- TCDSB Virtues of the Month Resources
- Use of the School Social Worker and Guidance Teacher to support staff and students in conflict resolution and anti-bullying education
- Review of School Code of Conduct
- use of class meetings as a strategy to learn and practice safe ways to intervene in bullying situations
- use of the "Upstander" initiative to help students learn how to combat bullying
- TCDSB Safe Schools Department
- TCDSB Staff portal
- Bullying Awareness and Prevention Toolkit (TCDSB)
- https://www.tcdsb.org/page/safe-schools-resources

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

- metrics from Elementary Student Voice survey
- ability of students to understand the difference between bullying and conflict
- reduction in the number of bullying incidents

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	All students, staff members and visitors will become aware of the need to be upstanders, not bystanders on behalf of all persons at school, and will be able to appropriately respond and report according to the guidelines of prevention and intervention established by TCDSB.
Goal #2	To have students take on more of a leadership role in Bullying Awareness and Prevention at the school.

Initiatives/Strategies/Practices

- School wide focus on Bully Prevention and Awareness Week (November 17th - 23rd, 2024)
- ongoing work with Bullying Prevention through the use of resources, websites, picture books and targeted lessons in the classroom
- to use classroom meetings and targeted lessons to build student capacity in preventing bullying situations and intervening safely
- workshops and presentations as age appropriate to support student learning (i.e. Covenent House, Kindness Program, Police Officer, Public Health Department, etcetera,)
- Classes will work on learning about bullying and how to prevent it through class projects and presentations (presentations delivered by guidance and outside agencies).
- regular review of schoolyard supervision plan
- Work with teaching staff to establish intervention programs
- Teacher participation in workshops and PD in-services provided by TCDSB and the Safe Schools Department
- Orange Shirt Day - Sept. 30, 2024
- World Mental Health Day – October 10, 2024
- Pink Shirt Day - February 26th, 2025
- World Down Syndrome Day - March 21, 2025
- World Autism Awareness Day – April 2, 2025

Responsibility

- principal
- staff
- students
- TCDSB staff
- Community Members

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

- Bullying Awareness and Prevention Toolkit (TCDSB)
- TCDSB Code of Conduct
- Safe Schools resources and personnel

Websites:
- https://www.tcdsb.org/page/bullying-awareness-and-prevention
- www.canadiansafeschools.com
- https://www.ldatschool.ca/integra/

School Mental Health Ontario:
- https://smho-smso.ca/find-a-resource/?type=classroom-resource
- https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-169

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

- Elementary Student Voice survey
- ability of students to identify and prevent bullying
- increase in positive environment and support of all students mental health and well being

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	All students, staff members and visitors will become aware of the need to be upstanders, not bystanders on behalf of all persons at school, and will be able to appropriately respond and report according to the guidelines of prevention and intervention established by TCDSB.
Goal #3	To have Intermediate students become student mentors during recess times and help younger students become more aware of bullying.

Initiatives/Strategies/Practices

- Opportunities for Student Leadership
- Support and engagement of School Guidance and Social Worker for class initiatives to support positive school climate
- Interventions and supports for students as required to build a safe environment for all
- Utilization of Bullying Awareness and Intervention Kit housed in the library
- Promoting healthy student relationships by encouraging student reflection, discussion and reconciliation

Responsibility

- principal
- school staff
- Board staff
- students
- Community Members

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

- Bullying Awareness and Intervention Kit
- Safe Schools Team Resources
- School Based Support Learning Team (SBSLT), including Guidance Teacher and School Social Worker
- TCDSB Student Mental Health Staff and Resources
- TCDSB Pastoral Plan Resources (In God's Image: Growing in Knowledge, with Justice and Hope)

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

- Elementary Student Voice survey
- reduction in number of incident reports
- review of progress at staff meetings
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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 build a whole-school approach to progressive discipline that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive student behaviours within a framework that is corrective and supportive.
Goal #1	Through early and ongoing supports and interventions, inappropriate behaviour will be curbed and prevented. A clear implementation of the Progressive Discipline Plan will be implemented. Consistency, fairness and transparency in the application of rules is foremost.

Initiatives/Strategies/Practices

Progressive discipline is an approach that promotes positive student behaviour and enables the principal to choose the appropriate consequences to address inappropriate student behaviour. In order for students to participate as full members of the school community, they need to understand the Code of Conduct. To this end, each class will review the code of conduct and create a personalized class version that is kid-friendly, age appropriate and understood. This will be posted in the classrooms and used as a reference point throughout the year. In addition, learning about the Code of Conduct will be reinforced through the following:

- classroom instruction
- guest speakers/presenters
- reporting to parents (weekly update emails, meetings, phone calls, etc,)ensuring we are reminding and reinforcing our St. Catherine C.S. and TCDSB Code of Conduct
- Following through with interventions and supports after progressive discipline reports
- Ongoing student learing regarding behavioural expectations in all grade levels
- Communicate with parents about behaviour infractions in a timely manner
- provide guidance teacher or social worker support when necessary
- Clear communication to students about consequences for their actions
- Review recess and supervision coverage on regular basis

Responsibility

- principal
- school staff
- board staff
- parents

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

- https://www.tcdsb.org/page/safe-schools
- classroom visits - principal
- TCDSB Social Worker and Guidance Teacher supports
- School Base Student Learning Team(SBSLT)
- Catholic Graduate Expectations
- Pastoral Plan resources (Walking with Christ: With Minds of Justice and Peace)

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

- metrics from Elementary Student Voice survey
- reduced Cority reports for inappropriate behaviours

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 ensure the promotion of shared responsibility, of the need for mutual respect, civility and academic excellence in a safe learning and teaching environment. To ensure that we honour the differences that exist between us within our community so that we are tolerant of differences, greeting them with dignity and respect.
Goal #1	To engage students in a whole school approach to ensure all students are empowered as leaders who are responsible in establishing a positive school climate where all members of the school community feel safe, welcome and included.

Initiatives/Strategies/Practices

- Monthly Virtue Assemblies that recognize positive behaviour and modelling Virtues
- Use of Social Skills Program to help students develop and use communication skills to advocate for themselves and their peers and resolve conflicts
- Positive Referral "Shout Outs" for students exhibiting positive student action
- use of Zones of Regulation in the classrooms to support student ability to self-regulate and manage their own behaviour
- leadership opportunities for students (i.e. Intermediate Student Leader Program, Eco-Team, Homework Club, Sports Leaders, Technology Leaders, etc.,)
- encourage extra-curricular participation

Responsibility

- principal
- school and board staff
- students

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

- Elementary Student Voice survey
- Guidance Teacher / Social Worker
- Classroom and School Resources (i.e. Religion and Fully Alive Programs)
- TCDSB Equity Action Plan
- Catholic Graduate Expectations

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

- increase in number of students participating in leadership opportunities/extra curricular activities
- reduction in the number of incidents reports generated by teachers

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	To ensure the promotion of shared responsibility, of the need for mutual respect, civility and academic excellence in a safe learning and teaching environment. To ensure that we honour the differences that exist between us within our community so that we are tolerant of differences, greeting them with dignity and respect.
Goal #SVP 1	A safe, inclusive and accepting school environment is key to student success. St. Catherine will promote positive behaviour through early and ongoing intervention strategies.

Initiatives/Strategies/Practices

- Teachers, administrators, parents and student leaders model healthy, respectful relationships and Catholic values
- Ontario Catholic Graduate Expectations and Monthly Virtues will be used as a framework to promote faith building and the development of students as models or responsible citizens

Responsibility

- principal
- staff
- student
- parents

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

- TCDSB Mental Health and Wellbeing Resources
- Fully Alive Programs
- Guidance Teacher / Social Worker
- Ontario Catholic Graduate Expectations
-Virtue of the Month Resources

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

- participation in positive relationship building

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 Response Posters are posted in each classroom and room in the school.

Teachers will review Emergency Response Posters and the various emergency drills on a regular basis (Lockdown, Hold and Secure, Shelter in Place, Bomb Threat)

Teachers are familiar with the locations they are to seek refuge in should the school be in lockdown and they and their students cannot enter the school.

Responsibility

- principal
- school staff
- police partners

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

- TCDSB Threats to School Safety Response Procedures
- TCDSB Safe Schools Intranet Portal
- Police Partners
- https://www.tcdsb.org/page/emergency-and-crisis-response-plan

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

- successful practice drills and responses to threats on-site and communication between all stakeholders