

Toronto Catholic District School Board

Dr. Brendan Browne

Chief Executive Officer

Adrian Della Mora

Chief Education Officer

Michael A. Caccamo

Superintendent of Education Safe Schools and Curriculum Leadership & Innovation

Catholic Education Centre

80 Sheppard Avenue East
Toronto ON M2N 6E8
www.tcdsb.org







2026 - 2027

Safe Schools Plan





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











SCHOOL NAME	St. Jerome Catholic School	PRINCIPAL:	Stellato, Vince
SUPERINTENDENT:	Shawna Campbell		
SCHOOL ADDRESS:	111 Sharpecroft Blvd Toronto ON M3J 1P5		
STUDENT ENROLMENT:	609		

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	**Kearney, Jason**	**Teacher Rep**	**Manca, Marco**
Administrative Rep	**Stellato, Vince**	**Teacher Rep**	**Maria, Sara**
Teacher Rep	**Caruso, Sabrina**	**Parent Rep**	**Vieira. Elizabeth**
Teacher Rep	**Commisso, Concetta**		

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	**2026-03-31**	**2**	**2026-09-18**
3	**2026-11-10**	**4**	**2027-01-13**

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	Our Catholic faith calls us to love one another together as a community. Bullying, harassment and intimidation run counter to Christ's message of inclusion and his instruction that we treat one another with care and respect. All students are different and individual differences must be respected and celebrated. St. Jerome Catholic School promotes respect and academic excellence in a safe and inclusive learning environment.
Goal #1	Promote bullying awareness through educating the students about strategies to address bullying situations.

Initiatives/Strategies/Practices

-anti-bullying education infused into classroom lessons & activities (ie. direct teaching of skills and strategies to recognize and respond to issues of victimization and harassment using social scripts, stories, online resources, guest speakers, presentations)
-provide programs that develop prosocial behaviours such as empathy, assertiveness and conflict management skills
-consistent approach to addressing bullying behavior utilizing a progressive discipline approach
-revise curriculum to strengthen responsible digital citizenship; and provide resources to support teachers' professional development in digital citizenship and antibullying
-school Code of Conduct, based on the Ministry of Education's Code of Conduct, to be developed in consultation with parents and educators
-"Pink Shirt Day" for all students and staff. They will be encouraged to wear pink for anti-bullying.
-positive posters in the classrooms and throughout the school
-classroom resources to be used to help students identify bullying behaviours
-the school Guidance resource teacher and social worker to provide consultation/counselling (working directly with teachers and students)
-educate staff, students and parents on cyber bullying and the difference between cyber bullying and other forms of bullying

Responsibility

-teachers
-Educational Assistants
-Early Childhood Educators
-social worker
-guidance counsellor
-administration
-students

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

-Web sites:

www.kidsareworthit.com
www.cyberbullying.ca
www.protectchildren.ca
www.needhelpnow.ca
www.kidsintheknow.ca

-school and board wide resources with regards to safe schools, progressive discipline, and anti bullying workshops and webinars
-community agencies
-guest speakers for school and parent presentations
-police services school liaison officer
-school social worker, guidance, and psychology departments
-Safe Schools Team webinars on safe schools issues regarding bullying and mental health
-TPH resources

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

-fewer incidents of bullying as per progressive discipline reporting
-school climate surveys
-ongoing feedback from staff, students, and parents
-observations in the school yard and classrooms

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

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Goal #2	Build a positive culture among student peers and staff that promotes healthy relationships.

Initiatives/Strategies/Practices

-provide professional development for staff (bullying prevention);
-provide staff with classroom management strategies to be able to deal with classroom bullying;
-parents to be informed about bullying prevention initiatives at CSPC meetings;
-use of STOP, LOOK, LISTEN, CARE Strategies;
-plan for supporting and protecting the Victims and Perpetrators (e.g., classroom meetings);
-addressing bystander behaviour;
-continue to provide opportunities for student engagement;
-school rules and routines to be established and enforced;
-teachers to conduct surveys and through classroom meetings to estimate the nature and extent of bullying in their classrooms;
-teachers to set aside some time every week to discuss bullying and peer relations with students;

Responsibility

-Teachers
-Administrators
-Guidance Counsellor
-Social Worker
-EAs
-Early Childhood Educators

Resources

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

-Safe Schools Resources
-Community Police Officer
-Progressive Discipline Resources
-Community agencies/partners
-Kids Help Phone 1-800-6686868
-School Board Resources
-Websites that deal with bullying

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

-fewer incidents of bullying as demonstrated through progressive discipline reporting
-school climate survey
-decrease in suspensions due to bullying behavior
-observational evidence of students advocating for themselves and others
-speaking to staff about what is going on in their classrooms

TORONTO CATHOLIC DISTRICT SCHOOL

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Goal #3	Ignoring bullying behaviour will result in a social climate that fosters bullying, fighting, truancy, and other social and learning problems in all students. It is important that bullying intervention strategies be implemented as early as possible in order to stop bullying behaviour and create a safe learning environment for all students.

Initiatives/Strategies/Practices

-bullying Awareness information/resources provided to parents through newsletters;
-code of conduct included in student agenda;
-regular communication with parents through agenda;
-teachers to help students understand what bullying is;
-teachers to establish classroom rules with specific examples of what is acceptable and unacceptable;
-school to determine the most socially-vulnerable students and determine what makes them feel successful;
-teach students how to identify bullying situations and give them strategies for responding;
-encourage parents and students to report incidents of bullying or other school safety concerns as soon as it happens;
-provide various supports for victims (ie. social work, guidance, outside agencies, if necessary);
-mediation facilitated by social work, guidance, staff;
-model inclusive behaviour and language;
-provide students with behaviour and self-advocacy strategies;
-school and classroom rules to be reviewed constantly so students know what behavior is expected, are aware of the consequences that will be imposed for future bullying behavior;

Responsibility

-Teachers, EAs
-Administrators
-CSPC & Parent Community
-social worker
-guidance counselor
-Early Childhood Educator

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

-Safe-Schools resources
-Board-wide resources
-Code of Conduct
-Agendas
-websites

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

-fewer incidents of bullying as per progressive discipline reporting
-school climate survey
-parent involvement and support when incidents of bullying occur
-teacher observations in the class and outside

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	In TCDSB, Gospel Values are embedded in every aspect of the curriculum and should receive special emphasis when promoting a safe school ethos. Progressive discipline is a whole-school approach to address inappropriate student behaviour and to build upon strategies that promote positive student behaviours.
Goal #1	The Code of Conduct is understood and implemented in a consistent, fair, and judicious manner, using a progressive discipline approach. The focus will be restorative practices and punitive practices.

Initiatives/Strategies/Practices

-Code of Conduct with clear expectations that are developmentally appropriate to be reviewed at the classroom and school level on a regular basis;
-mitigating factors to be considered when reviewing and determining consequences for specific incidents;
-promotion of healthy, inclusive relationships;
-open communication between staff, students, and parents
-modelling inclusive behaviour and language
-timely, sensitive, proactive response to all incidents;
-verbal reminders;
-visual cues to the desired behaviours;
-clear examples of appropriate behaviour and opportunities to practice;
-removal of distractions ;
-consult with school and board support staff;
-teachers, support staff, vice principal, and principal to be very visible in the school by being at their supervision duties

Responsibility

-Teachers
-Administrators
-Support Staff
-Parents
-Early Childhood Educators

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

-Safe School resources
-Progressive Discipline Protocol
-School Code of Conduct
-School Social Worker, Guidance and Psychology department
-School and Board Resources with regards to safe schools, progressive discipline and anti-bullying workshops/webinars

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

-Decrease in suspensions as per progressive discipline reporting;
-Use of online Progressive Discipline Incident Reporting by staff;
-Parents and students are aware of and understand the Progressive Discipline Model;
-feedback from students, staff and parents;

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	In TCDSB, Gospel Values are embedded in every aspect of the curriculum and should receive special emphasis when promoting a safe school ethos. Progressive discipline is a whole-school approach to address inappropriate student behaviour and to build upon strategies that promote positive student behaviours.
Goal #2	Create an inclusive environment where all students and staff feel safe, and their voices are valued and respected. Provide supports to help students improve their behaviour, while taking into account their individual circumstances.

Initiatives/Strategies/Practices

-ensure staff are familiar with online progressive discipline reporting procedures;
-provide staff with resources to support addressing negative behaviors using a variety of strategies;
-encourage exchange of information between teachers & staff to support behavioral needs of individual students;
-use school newsletters and CSPC meetings to educate parents about progressive discipline protocols;
-ensure students understand the continuum of consequences for negative behavior;
-utilize a range of interventions, supports and consequences that are socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices;
-providing opportunities for improved behaviour;
-regular announcements to remind students to be responsible for their actions and behave in an appropriate manner;
-social worker interventions when necessary;
-guidance resource teacher intervention when necessary;
-modelling of the Virtues and Catholic Graduate Expectations;

Responsibility

-Teachers
-Administrators
-Parents
-Support Staff
-Early Childhood Educators

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

-Safe Schools in-services & online resources
-Progressive Discipline Legislation
-Board resources
-Locally-developed school resources
-School Board policies on Progressive Discipline

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

-Fewer suspensions as per progressive discipline reporting (suspension data)
-Fewer progressive discipline incidents reported
-School Climate Survey
-Potential Staff survey

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 St.Jerome Catholic School our vision is to provide a Christian learning environment in which children can develop spiritually, emotionally, intellectually, and physically while embracing differences including race, ethnicity, and language. Although we are many cultures we are centered and come together in one faith. All students, parents/guardians, teachers, staff, volunteers, visitors, parish, and community members have the right to be safe and to feel safe in our school.

Goal #1

To engage parents as educational partners and vital members of the school community and contributors to their child's success at school.

Initiatives/Strategies/Practices

-informative and transparent communication with parents regarding individual student achievement;
-communication with parents through CSPC & school newsletters regarding provincial & board policies and initiatives;
-keep school council up to date regarding activities and events hosted at the school, budget and academic planning;
-encourage parent involvement in school through volunteerism;
-assist in connecting parents local agencies to support various academic, social, economic needs, as required;
-recognition awards/assemblies;
-use of safe school patrollers;
-ensure that students, staff, and parents are not only informed but have an active voice in our school community;
-continue with the breakfast/snack program;

Responsibility

-Teachers
-Administrators
-Support Staff
-CSPC/Parent community
-Social Worker

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

-School Newsletters
-Regular CSPC meetings
-School Agenda
-Board pamphlets
-Board Posters
-School website
-Guest speaker, for school and parent presentations.

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

-increased parent involvement in CSPC
-increased number of parent volunteers in school
-school survey
-classroom tests results
-feedback from staff about school climate
-information and input from community members and parents

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Safe Schools Plan

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Goal #2	To promote and sustain an inclusive school climate for all students and staff to feel safe to be able to express their needs and concerns.

Initiatives/Strategies/Practices

-continue to promote diversity and cultural understanding by celebrating all heritage months;
-social Justice initiatives (ie. food drive to support St. Wilfrid Parish Food Bank);
-direct instruction of Ontario Catholic School Graduate Expectations;
-communicate policies, procedures, and guidelines to all school community stakeholders;
-help students develop strategies to cope with stress, adjust and proceed against school challenges;
-school will continue TCDSB's Stop the Stigma initiative;
-focus on prevention rather than punishment, praise positive behaiours and successes;
-ensure that students' work, quotes that represent the school's beliefs about learning, signs of culturally responsive learning are clearly displayed on the walls to create a sense of a warm, inviting, inclusive school environment;
-Bus Safety presentations;
-the display cases featuring school awards and student work;

Responsibility

-Teachers
-Administrators
-Social Worker
-Parish
-Parents
-Support Staff
-Guidance Counsellor

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

-Ontario Catholic School Graduate Expectations
-Local agencies
-Parish Priest
-Religion & Family Life Textbooks
-Religion & Family Life Department Resources

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

-Students demonstrate responsible citizenship by showing respect for self, others, property, and authority at school events
-Decline in code of conduct infraction as per progressive discipline reporting
-school climate survey
-observed student engagement in school, parish, and community activities

TORONTO CATHOLIC DISTRICT SCHOOL

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Goal #SVP 1	Based on the results from the student survey, our plan for this year is to continue to teach students about the Perceptions of Bullying and Social-Emotional Learning with the focus on Self-Regulation, Social Awareness, Building and Developing Peer Relationship Skills, Feelings of Safety and also Cyber Bullying.

Initiatives/Strategies/Practices

Initiatives
1. Pink and Orange shirt day.
2. School promotional video to celebrate the diversity of the community, highlighting various extra-curricular activities and events which are components of the building of our faith.
3. Celebrations commemorating all board sanctioned heritage months: Hispanic, African, Celtic, Asian, Italian, Portuguese, and Aboriginal.

Strategies
1. Values modelled and shared by the student leaders
2. To teach students to own their own feelings and actions, including perspective-taking, assertiveness and empathy.

Practices
1. Student Leaders promoting anti-bullying through posters, announcements and promotional video.
2. Displays of student work reflect a diversity of expression and learning styles.
3. Classroom activities, programs and extra-curricular activities are designed to practice pro-social behaviour and problem solving.

Responsibility

-Student Leaders
-Safe School Committee Members
-Grade 8 Student Leadership Group

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

Bullying Prevention Toolkit
Student Research on Topics
Librarian/Books in the Library

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

-our Measurement of Progress is the Student School Climate Surveys (2x) which informs the safe school student committee's goals setting and other initiatives.
-formal and informal feedback from staff and students with recommendations

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

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

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

Intitatives include:
1. Consultation was provided by staff, students and CSPC (Parents)in conjunction with Board prepared resources and response procedures.
2. Safety Patroller Program.

Strategies include:
Review of outline of emergency exits and proper signage displayed in the classrooms and in the exits.
1. Safe Schools is a standing item on the monthly staff meeting agenda and parent council meeting agenda.
2. Parent communication in newsletters regarding safe school procedures, policies and practices.
3. Staff and YMCA (in-house) daycare have been informed of the school year plan re: fire and lockdown drills.
4. Communication of Safe Schools procedures is included in the student agenda as well as the Parent Handbook. .
5. Bus safety procedures are reviewed; video shown and practice on the school bus- e.g., how to exit in an emergency. This is conducted by Transportation personnel and scheduled annually.
6. Community School Liaison Officer provide instruction to students re: Stranger Danger; Social Media
7. Teachers planning school excursions utilizing a school bus are required to submit to a bus seating plan.
8. Two or more staff have been trained in First Aid and CPR procedures.
9. Safe Arrival Program
10. Emergency Action Plans to be submitted by teachers when going on an excursion
11. Staff was informed of the TCDSB Protocol on Concussion Practices:

12. Staff to practice fire and lockdown drill procedures with students in their homeroom classes and as an entire school.
13. P.A. announcements are made regarding fire drill procedures e.g., closing windows (whenever possible); closing doors and turning off the lights. Bags and all personal items are to remain in the class. Students are to have shoes on their feet. Students are reminded to not run down the hallway and walk in a safe and orderly fashion down the stairwells with limited talking.
14. YMCA daycare staff carry children as needed from the building to facilitate a safe and quick exit.
15. Educational Assistants assist special needs students to ensure their safety. (Safety Plan is in place for special needs students, as required).
16. School agenda includes a "Safe Schools". Subtitles include: Threats to School Safety Response Procedures, Code of Conduct, Acceptable Use Policy, Progressive Discipline Plan, Appropriate Dress Code and Playground and Bus Safety.
17. All students who are anaphylactic must have Board Emergency Epi-pen form completed and signed by their family doctor, parent and principal. Two epi-pens are to be provided to the school-one in class/ on the person and a second one in the office. An information board is posted in the main office visible to all staff including occasional teachers.
18. Teachers who are absent from work are requested to have a photo of anaphylactic/diabetic/asthmatic student posted near the teacher's desk, special instructions to be provided to the occasional teacher on SEMS (substitute management system).
19. Primary level students travelling home by the school bus must be met by a caregiver at the designated bus stop.
20. Teachers are required to utilize the school's excursion planning checklist.
21. Any volunteers in the school are required to wear a "visitor" badge, to sign in at the office and to provide a police record check.
22. Attendance is taken by staff of all students who board a school bus at the end of the school day. All bus students have a bus tag on their back pack.
23. All visitors must ring a buzzer at the front doors of the school in order to gain access/ entry. These doors are monitored by a video camera. All exterior doors are locked.
24. Bus code of behaviour that reflects safety.
25. Buddy system for students using the washroom and also use of washroom passes during recess.
26. Supervision schedule for staff; both regular and inclement weather duties; staff are aware of effective supervision strategies.
27. Sign-in binder for visitors, occasional teachers, teacher candidates and volunteers.
28. Walkie Talkies
29. Realignment of school yard using divisional areas for student play

Responsibility

The administrative team-Principal and Vice-Principal will lead the staff, students and visitors through the drills.

The teachers are responsible to review the emergency handbook and discuss procedures with students. School staff-including ECE, Educational Assistants, caretakers, and secretaries are also required to understand protocols and to follow these in an emergency.

Student agenda pages are reviewed in class (pages 1-8) so that students are well aware of their requirements.

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

Safe Schools' Department at TCDSB/ CEC
Parent/ Student Handbook
Student Agenda
TCDSB Excursion Handbook-section 13
Anaphylaxis/Asthma Prevention and Management Plan
Sabrina's Law
Rowan's Law
Toronto Public Health-nurses
Toronto Police Department-Division 31
Toronto Fire Department

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

1. Teachers and students are well prepared in the event of an actual emergency situation. All drills are conducted in an orderly and timely fashion.
2. Safety Patrollers have regular meetings to review areas of concern and also to be recognized for their volunteer services.
3. Regular presentations and feedback/ updates at staff meetings.
4. Presentation of Safe Schools' Plan at CSPC meeting where parent community will provide input.
5. TECT/ CUPE Health and Safety inspectors visit the school on a monthly basis and provide reports of infractions. Administration is responsible in addressing these concerns and following up on these.
6. Staff who have concerns regarding their Health and/or Safety are encouraged to complete a TCDSB Hazard Report.