


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.*











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| SCHOOL NAME | St. John Catholic School | PRINCIPAL: | Bartlett, Sara |
| SUPERINTENDENT: | Flora Cifelli | | |
| SCHOOL ADDRESS: | 780 Kingston Rd Toronto ON M4E 1R7 | | |
| STUDENT ENROLMENT: | 407 | | |

## 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

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| **Administrative Rep** | **Bartlett, Sara** | **Parent Rep** | **Mielnik, Monika** |
| **Teacher Rep** | **Reis, Stephanie** | **Student Rep** | **Holland, Rose** |

### 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

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| **1** | **2026-05-04** | **2** | **2026-09-23** |
| **3** | **2026-12-01** | **4** | **2027-01-20** |

# 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

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| **School Vision** | A community of educators nurturing students to become innovative, engaged, and socially aware members of the 21st Century global community. St John is a school founded on Catholic values grounded in a commitment to equity for all. We are a collaborative community of educators and learners who strive to live the Gospel Values and treat one another with respect, dignity, love and compassion. |
| **Goal #1** | St. John will increase student awareness and understanding of a positive, safe and bully-free school community with a focus on capacity building of empathy and resilience amongst students and staff. |

**Initiatives/Strategies/Practices**

1. Bring awareness to the definitions of bullying versus conflict by:
- meetings with staff lead and student action team
-Guidance Teacher visits
-in class discussions and activities
-Health education classes
2. Staff encouraged to attend workshops and PD in-services related to Bullying Awareness through Safe Schools Department and share information with whole staff
3. School wide participation in year Bullying Awareness (i.e. announcements)
4. School wide participation in PINK Shirt day (Feb. 24, 2026)
5. Continue with School Leadership Team (Eagles Unite) where students will be promoting positive school culture in collaboration with teacher lead(s)

**Responsibility**

-all staff members
-students and parents
-TCDSB Special Services Staff (e.g. Social Worker, Guidance Teacher)
- Student Safe Schools Team and teacher lead
- School Admin Team

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

-Safe School Department
-TCDSB-Materials/resources gathered from workshops and PD in-services
-TCDSB Bullying Awareness and Prevention brochure
-available programs provided by Guidance Counsellor and Social Worker
-Safe and Caring Schools in Ontario Document
-Public Health and Police Resources/in-services/presentations-Ministry Resources

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

-Decrease in Bullying behaviours within the community and reduction in the number of student conflicts that need to be addressed
-On going feedback from staff/students and parents
-Safe and Caring Catholic School Climate Survey results
-Students' and Staffs' ability to correctly identify incidents of bullying
-Students' and Staff's ability to effectively intervene when bullying occurs and to apply prevention strategies
-Decrease in occurrences of bullying behaviours as measured by incident reports and reporting forms submitted when the student activity is such that a suspension/expulsion will be considered.

# TORONTO CATHOLIC DISTRICT SCHOOL

## Safe Schools Plan

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| **School Vision** | A community of educators nurturing students to become innovative, engaged, and socially aware members of the 21st Century global community. St John is a school founded on Catholic values grounded in a commitment to equity for all. We are a collaborative community of educators and learners who strive to live the Gospel Values and treat one another with respect, dignity, love and compassion. |
| **Goal #2** | St. John school community will work together to engage in practices to promote safe, inclusive, equitable and positive school climate. |

**Initiatives/Strategies/Practices**

-ensure Code of Conduct is available to school community
-use of Ontario Catholic School Graduate Expectations
-Safe schools student team to co-construct monthly virtue bulletin board and morning announcements during anti bully week to educate and promote anti bullying understanding and empower student leaders.
-displayed in classrooms; visible in monthly newsletters/calendars; explicitly modelled-school
-Guidance Counsellor and Social Worker to have bullying awareness and prevention discussions, lessons and activities with classes as requested-school wide participation in Bullying Awareness
-School wide participation in PINK Shirt day
-Continue with School Leadership Team (Eagles Unite) where students will be promoting positive school culture under the direction of lead teacher
- Develop leadership in our older students, as well as a safe, caring community through "St.John Eagles Unite".

**Responsibility**

-All Staff
- School Improvement and Equity Team
-Safe and Accepting Schools Team-
TCDSB Special Services Staff (e.g. Social Worker, Guidance Teacher)

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

-Materials/resources gathered from workshops and PD in-services
-TCDSB Bullying Awareness and Prevention Brochure
-Programs run by Guidance Counsellor and Social Worker
-Safe School Department
- Toronto Public Health Nurse
- TCDSB Student Mental Health staff and resources
- TCDSB Equity Team

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

- students increasingly advocate for themselves
- reduction in the number of student conflicts that need to be addressed
- review of progress at monthly staff meetings and School Improvement Team meetings
- Students feel empowered to address issues of bullying
-Students' and staff's ability to correctly identify incidents of bullying
-Students' and staff's ability to effectively intervene when bullying occurs, and to apply prevention strategies-decrease in occurrences of bullying behaviours
-School Climate surveys

# TORONTO CATHOLIC DISTRICT SCHOOL

## Safe Schools Plan

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| **Goal #3** | Incorporate key anti-bullying and resilience messages into monthly St. John Eagle Unite School events. |

**Initiatives/Strategies/Practices**

- Reintroduction of Developmental Assets program with the name of "St. John Eagles Unite".
- Develop a whole school understanding of the assets - EVERYONE to be able to explain and understand the purpose.
- Involve greater community in assets days. Bring in people with expertise in certain areas to augment.

**Responsibility**

- "St. John Eagles Unite" staff leadership team
- School and community
- School Learning Improvement Team
- CSPC Partnership - parent volunteers
- Guidance Teacher
- School Social Worker

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

- Developmental Assets program materials.
- Safe School Personnel
- Guidance Counselor and Social Work Services
- Toronto Public Health Nurse
- TCDSB Special Services Department
- TCDSB Student Mental Health staff and resources

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

- reduction in the number of student conflicts that need to be addressed
- students increasingly advocated for themselves.
- reduction in number of incident reports
- review of progress at staff meetings and School Improvement Team meetings
- Student School Climate perceptual data collection.

## 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

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| **School Vision** | A community of educators nurturing students to become innovative, engaged and socially aware members of the 21st Century global community. |
| **Goal #1** | Staff members will use progressive discipline fairly and effectively when responding to incidents that may have a negative impact on the school climate. |

### Initiatives/Strategies/Practices

- Professional Development regarding the workings of the Progressive Discipline platform
- regular discussion at staff meetings regarding improving student behavior and building of a welcoming, safe community
- Continue to ensure we are all creating a positive school climate
-direct teaching of behavioural expectations through grade specific lessons
-teacher participation in workshops and PD in-services provided by TCDSB and Safe Schools Dept.
-active supervision and support by staff provided to students during recess and other areas of the school when conflicts arise
-time allotted for self-reflection of one's actions and possible restoration strategies-
Staff lunch and learn on Progressive Discipline and other PD-communication of the TCDSB's Code of Conduct
-identify minor/moderate/serious incidents as outlined in Progressive Discipline
-continue to complete reporting forms and incident logs on Progressive Discipline platform when the student activity is such that a suspension/expulsion will be considered
-restorative action implementation
-provide guidance and Social Work support for students in need (whenever possible)
-educate students on the Progressive Discipline Model/processes

### Responsibility

-All Staff(Administration, Teachers, CYW, EA's, Secretary, Custodial Staff, visiting Board Personnel, lunchtime supervisor)
- students
- CSPC
- Parents
- Guidance Teacher
- Social Worker

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

-resources (TCDSB and Ministry resources)
-teacher selected literature and reading of picture books, articles and/or novels that have specific social lessons
-Progressive Discipline resources from Safe Schools
-Safe Schools Department in-services
-Behaviour in-services
-TCDSB Policy S.S. 10 Progressive Discipline-PPM 145: Progressive Discipline and Promoting Positive Student Behaviour

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

-decrease in incidents requiring staff and/or administration intervention
-reminders at staff meetings to staff regarding obligation to report incidents
-reflection by staff on the effectiveness of TCDSB Code of Conduct
-students are aware of multiple strategies to apply when conflicts arise and are able to implement them with success; issues are resolved at the student level with adult support and guidance-observation of students can articulate choices, express their feelings and follow through with actions to restore relationships with a gradual release of adult intervention

# TORONTO CATHOLIC DISTRICT SCHOOL

## Safe Schools Plan

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| **School Vision** | A community of educators nurturing students to become innovative, engaged and socially aware members of the 21st Century global community. |
| **Goal #2** | As a school community, we will continue to maintain a safe school environment by supporting students through prevention strategies and resolution measures. |

**Initiatives/Strategies/Practices**

- Professional Development regarding the workings of the Progressive Discipline platform
- regular discussion at staff meetings regarding improving student behavior and building of a welcoming, safe community
- Continue to ensure we are all creating a positive school climate
-direct teaching of behavioural expectations through grade specific lessons
-teacher participation in workshops and PD in-services provided by TCDSB and Safe Schools Dept.
-active supervision and support by staff provided to students during recess and other areas of the school when conflicts arise
-time allotted for self-reflection of one's actions and possible restoration strategies-
Staff lunch and learn on Progressive Discipline and other PD-communication of the TCDSB's Code of Conduct
-identify minor/moderate/serious incidents as outlined in Progressive Discipline
-continue to complete reporting forms and incident logs on Progressive Discipline platform when the student activity is such that a suspension/expulsion will be considered
-restorative action implementation
-provide guidance and Social Work support for students in need (whenever possible)

**Responsibility**

-All Staff(Administration, Teachers, CYW, EA's, Secretary, Custodial Staff, visiting Board Personnel, lunchtime supervisor)
- students
- CSPC
- Parents
- Guidance Teacher
- Social Worker

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

-resources (TCDSB and Ministry resources)
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-Progressive Discipline resources from Safe Schools
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**Measurement of Progress** The following metrics will be used to measure progress in achieving the Goal:

-decrease in incidents requiring staff and/or administration intervention
-reminders at staff meetings to staff regarding obligation to report incidents
-reflection by staff on the effectiveness of TCDSB Code of Conduct
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## 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.

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| **School Vision** | To promote a safe, accepting and welcoming environment where all members are valued, supported and nurtured in the Catholic Faith. |
| **Goal #1** | Create a more welcoming school environment for all students by breaking down cliques and exclusive social groupings. |

**Initiatives/Strategies/Practices**

- Programs aimed at creating and fostering inclusion with the underlying belief that "All are Welcome".
- Programs and activities aimed at helping students develop the communication skills to advocate for themselves.
- Reimagine spaces in the school yard and in the school to break down barriers and to enhance inclusion.

**Responsibility**

- Teachers and staff
- students
- CSPC
- Parents
- Guidance Teacher
- Social Worker

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

- TCDSB Safe Schools
- St. John Eagles Unite
- outside presentations
- materials and resources devoted to inclusion.

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

- increased participation in extra-curricular activities
- increased student engagement and belonging at school.
- parent volunteers contribute positively to the school climate and their contributions are valued
- student perceptual data collection.

# TORONTO CATHOLIC DISTRICT SCHOOL

## Safe Schools Plan

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| **School Vision** | To promote a safe, accepting and welcoming environment where all members are valued, supported and nurtured in the Catholic Faith. |
| **Goal #SVP 1** | - use PALS<br>- improve options for games/activities for students |

**Initiatives/Strategies/Practices**

Developmental Assets (House system)
- PALS / HAT

**Responsibility**

- all students
- all teachers
- Administration

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

- look at new games/equipment
- use Developmental Assets to develop student leadership
-CSPC to commit funds to support initiatives (painting of school games in yard, basketball hoops)

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

- fewer conflicts and injuries in the playground

## 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

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| **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**

- school administration to work with custodial staff and all staff and students to review Health & Safety protocols and school compliance
- practice Hold & Secure, Lockdown and Fire drills
- visitor's pass
- Anaphylaxsis awareness and staff in-service on protocol
- training of staff for use of the AED
- staff in-service on Child Abuse and Reporting protocols
- student identification board with all students with health concerns
- Work collaboratively with Notre Dame staff

**Responsibility**

all members of the school community (teachers, students, parents, administrators and all school support staff)
teachers and administration to provide regular reminders to students of safe procedures

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

The following resources will be utilized to support these initiatives/strategies/practices:
- The Catholic School Graduate Expectations
- School Hands Off Policy
- Display of the Emergency Response Procedures poster in each classroom
- Contacts updated for Emergency alternate locations
- Ensure the Emergency Reporting Numbers are posted around the main office and staff know the reason for them
- Emergency plans left for supply teachers
- Keys to lock doors
- Two anaphylaxis Training Sessions for all staff each school year
- Police Liaison officer
- TCDSB Threats to Safety Response Procedures
- Occupational Health & Safety Inspector
- Anaphylaxis protocol
- Child Abuse Reporting Protocols

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

review of evaluation of Fire, Hold & Secure and Lockdown Drills
review safety protocol at monthly staff meeting
review Health & Safety at SIT meetings

The following metrics will be used to measure progress in achieving the Goal:
- Teachers have proper door covering as part of the safety protocol for lockdowns
- Lockdown and fire drill emergency plans are included in supply plans
- Smooth behaviour during lockdown drills and fire drills
- All staff attendance at the mandatory Anaphylaxis training sessions twice per school year
- Compliance with public health protocols regarding inoculations
- Prompt and effective response in event of any anaphylaxis emergency