

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. Josaphat Catholic School	PRINCIPAL:	Kurusenko, Ivanna
SUPERINTENDENT:	Robert D'Addario		
SCHOOL ADDRESS:	110 Tenth St Etobicoke ON M8V 3G1		
STUDENT ENROLMENT:	341		

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	**Kurusenko, Ivanna**	**Support Staff Rep**	**Machado, Sofia**
Administrative Rep	**Perehinets, Iryna**	**Parent Rep**	**Dotsenko, Yuliya**
Teacher Rep	**Kogut, Nataliya**	**Community Rep**	**Pikh, Oksana**

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	**2026-09-29**	**2**	**2026-11-17**
3	**2027-01-19**	**4**	**2027-04-13**

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	To provide a safe and caring environment where students have the supports they need to ensure they reach their full potential. Implement initiatives that support equity, inclusion and diversity, a commitment to our Catholic faith and high academic standards.
Goal #1	Increase awareness and understanding of bullying prevention among students, staff, and parents through targeted education programs and activities.

Initiatives/Strategies/Practices

-Staff will promote high expectations whereby students will reflect St.Josaphat's Code of Conduct at school and during school excursions through an equity lens
-Teachers to co-construct classroom expectations that reflect the St.Josaphat Code of Conduct/Virtues
-Autism Awareness Month
-Primary "Hands On" Social Skills Program, CDI Start Right Social Skills; CDI SNAP program
-Students assemblies (per term) that celebrate positive behaviour/virtues
-Guidance provide classroom support related to progressive discipline concerns
-Social work referrals related to mental wellness and progressive discipline concerns
-Explicit teaching of SEL strategies
-Students in grades 6 and 8 participate in "My School My Voice" survey
-Cyber Bullying virtual presentation for intermediates students by guidance teacher
-Direct instruction of Ontario Catholic School Graduate Expectations
-Guest speakers, Kids Coaching Connection, Susan Howson
-Anti-bullying week morning announcements (provide strategies to students)
-Anti-bullying education infused into classroom lessons and activities (direct teaching of skills and strategies to recognize and respond to issues of victimization

Responsibility

-All staff will be responsible for ongoing anti-bullying intervention and awareness
-Social Worker, Guidance Teacher
-Autism Support Team
-School Administration to review Code of Conduct with the students (PA announcements, assemblies, classroom discussions) as needed
-Work in partnership with parents to promote acceptable behaviour
-Host speakers and anti-bullying programs for students and parents

Resources

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

- Ontario Catholic School Graduate Expectations
- Bullying Awareness and Prevention Website
-TCDSB Safe Schools publications and presentations
-Speakers and presentations
-Ministry publications
-Mental Wellness on-line resources (Toolkit)
-TCDSB Equity Action Plan
-Extra curricular -sports and clubs
-Daily attendance records
-Social Worker and guidance teacher (in person and virtual support)
-NCC TCDSB website
-Autism TCDSB website
-Internet Safety Presentations

Measurement of Progress

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

- Positive peer relations
- SEL student and teacher surveys
- Incident reports/My Cority
-Review available information from the Safe and Caring Catholic School Climate Survey using PowerBI.
-Increase participation rate amongst grade 8 students within student leadership initiatives.
-Decrease in progressive discipline reports and reflection papers
-Attendance Reports
-Reduction of incidents (pink slips from bus driver) on the school bus
-Guidance and Social Work referrals

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	To provide a safe and caring environment where students have the supports they need to ensure they reach their full potential. Implement initiatives that support equity, inclusion and diversity, a commitment to our Catholic faith and high academic standards.
Goal #2	Conduct a baseline survey on students' perceptions of bullying and school safety (by December 2026). Deliver staff professional development on identifying and addressing bullying (by January 2026). Launch a student-led Bullying Awareness Week and peer support initiatives (February 2027).

Initiatives/Strategies/Practices

-PA prayers led by students
-Promoting justice and peace (pastoral plan)through daily announcements, and lessons and Gotcha tickets
-Daily announcements reminding student to be safe while eating snacks, transitioning outside and when outside for recess
-Students are reminded that "Hands are for Helping" and to "Walk Away and Report"
-On-going progressive discipline -- communication with parents, communication with students, reflection papers using an equity lens
-Zones of Regulation being taught in the classrooms (as needed)
-Primary Hands On Social Skills Program, CDI Start Right Social Skills, CDI SNAP program
-Discussions about classroom behaviour (i.e. Classroom Expectations, Catholic Graduate Expectations)led by classroom teacher
-Use of read alouds/social stories/social scripts
-Extra curricular activities
- Use of agenda as a tool to promote positive behaviours and communicate inappropriate behaviours
- Continue to discuss and incorporate ways of using 'Restorative Justice' and 'Conflict Resolution' strategies to promote learning and growth (e.g., classroom meetings)
- Monthly assemblies to recognize students who best model the virtues and act justly
-Teaching of alternative behaviour strategies to bullies and self-advocacy strategies to victims as required
-Plan for supporting and protecting the Victims and Perpetrators (e.g., classroom meetings)
-Addressing bystander behaviour
- Staff to monitor "hot spot" areas and "hot spot" students in order to prevent any positive negative behavior in the school yard
- Conferencing with students after incidents occur (i.e., focus on corrective/supportive strategies)
- Emphasis on reconciliation and developing next steps for positive relationships
-Staff to teach SEL language: SEL also builds particular skills including self-awareness, self-management and responsible decision-making which has shown to lower the risk of someone bullying others and preventing students from being bullied
-Continue to implement a peer mediation program called C-LEAP (Catholic Leaders Engaging in Active Play) which trains junior and intermediate students to develop leadership skills and to then use these skills and strategies to promote positive student interactions at recess

Responsibility

-All stakeholders
-Maintain positive communication between home and school, staff and parents

Resources

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

-Reflection papers with OCSGE's embedded
-TCDSB Safe School resources
-Progressive Discipline (on-line)
-Zones of Regulation
-CDI SNAP program resources
-CDI Start Right Social Skills Program resources
-School Code of Conduct
-Classroom well-being resources and/or links (Mental Health Newsletter) that is shared with staff just prior to Halloween, Christmas, and Easter
-Mental Wellness on-line resources (Toolkit)
-TCDSB Equity Action Plan (2023-2026)
-Daily attendance records
-Social Worker and Guidance in person/virtual support
-TPH Resources and Public Health Nurse
-NCC TCDSB website
-Autism TCDSB website

Measurement of Progress

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

-Ongoing commitment by all stake holders.
- monthly certificates of star students; use of success criteria so that students know what the expectations are expected of them
-Fewer progressive discipline reports
-Students adhering to the expectations provided by the classroom teacher
-Increased teacher confidence with the online Progressive Discipline Incident Reporting system
-SEL Surveys
-Report cards (Learning Skills)
- Evidence of fewer negative incidents in the school yard and a corresponding increase in students solving minor conflicts in a positive manner
-Student school climate survey will reflect a decrease in incidents of bullying - "zero" suspensions related to bullying behavior

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	To provide a safe and caring environment where students have the supports they need to ensure they reach their full potential. Implement initiatives that support equity, inclusion and diversity, a commitment to our Catholic faith and high academic standards.
Goal #3	By the end of the school year, at least 90% of students and staff will have completed a bullying prevention training or workshop, and the number of reported bullying incidents will decrease by 20% compared to the previous school year. Implement evidence-based bullying prevention programs (e.g., Second Step, PBIS, or Olweus Bullying Prevention Program), monthly classroom discussions, and schoolwide awareness campaigns supported by staff and administration.

Initiatives/Strategies/Practices

- Celebrate Eastern Rite rituals and traditions
- Include the Catholic Graduate Expectation as part of daily announcements
-Parent informed about bullying prevention initiatives at CSPC meetings
-Bullying Awareness information/resources provided to parents through newsletters
-Regular communication with parents through agenda
-Parents informed about progressive discipline protocols
-Teachers to help students understand what bullying is
-Teachers to establish classroom rules with specific examples of what is acceptable and unacceptable
-Teachers and students will continue to co-create class expectations on student behaviour
-Ontario Catholic School Graduate Expectation posters visible in the classrooms--primary, junior, intermediate
-Students demonstrate an awareness and understanding of the Catholic Graduate Expectations through their actions (respect self and other, becoming responsible life-long learners).
-Promote student leadership and living the OCSGE through -- Student Council (initiatives), office helpers, lunchtime supervisors, buddies for Reading, French programs, Mass
-Class participation in reciting of the Rosary, Reconciliation (Advent and Lent), Passion Story
-TCDSB Monthly virtue are discussed and are embedded across the curriculum
-Student of the Month assemblies
-All staff will complete the progressive discipline incident reports online, as needed
-Administrator will follow up with teachers and students regarding progressive discipline incidents
Continue to discuss and incorporate ways of using "Restorative Justice" practices to promote learning and growth
- Conduct frequent assembles to reinforce the implementation of set guidelines.

Responsibility

- St. Josaphat school staff
- Parish priests
- CSPC

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

-Ontario Catholic School Graduate Expectations
-TCDSB Resources
-NCC website
-TCDSB Pastoral Plan "Walking with Christ with Minds of Justice and Peace"
-Guidance
-TCDSB Safe School Action Team guidelines
-Catholic Curriculum Corporation Resources
-Ontario Ministry of Education Safe and Caring School Resources
-Religion/Family Life K-12 Resource Teacher
-Hacking School Discipline

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
-A reduction in the number of safe school incidents
-Students will engage in activities that are available at school, parish and community
-Evidence of students advocating on behalf of each other
-Student nominations for Gotcha tickets
-Increase in the number of students who demonstrate leadership, who stand up and prevent bullying situations
- Increase in students solving their problems in a peaceful manner using the tools and strategies for effective problem solving (SEL language)
- Decrease in the number of student conflicts

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 continue to develop a whole school approah of progressive discipline whereby the learning community is well versed with the progressive discipline mode, the continuum of consequences and interventions and support to promote appropriate behaviour.
Goal #1	The Code of Conduct is understood and implemented in a consistent, fair, and judicious manner, using a progressive discipline approach. The goal of all interventions will provide students with appropriate supports that address inappropriate behaviour. - To provide opportunities to reinforce positive behaviours and help the students and school community to make good choices. - To ensure all members of the school community understand the progressive discipline protocol (My Cority).

Initiatives/Strategies/Practices

- Continue to discuss and incorporate ways of using "Restorative Justice" practices to promote learning and growth
- Bus safety presentation done virtually to all students and staff
- Dialogue and conversations with staff and students about Conflict Resolution and Progressive Discipline
- Modelling inclusive behaviour and language
- Timely, sensitive and proactive Response to all incidents
- Providing opportunities for improved behaviour
- Clear examples of appropriate behaviour and opportunities to practice
- Consult with school and board support staff
- Teachers will continue to co-create and to regularly review classroom expectations, Code of Conduct and the OCSGE
- Primary students will participate in the "Primary Social Skills" program, CDI SNAP program and CDI Start Right Social Skills Program
- Ongoing communication by staff and administration with parents through Parent/Teacher Interviews, Curriculum Night, CSPC meetings, newsletters, school messenger, phone calls and student agenda
- Staff (who witness behaviour) are to communicate with parents when an incident is being reported so as to ensure transparency (in a timely manner)
- Staff (who witness behaviour) are to investigate and follow through with progressive discipline and complete incident report if required
- Administration to follow-up with progressive discipline incidents when next steps are required, and communicate next steps to all stakeholders (in a timely manner)
- Provide students with leadership opportunities (office helpers, lunchtime helpers, buddy system, and Student Council)
- To model, instruct and encourage positive behavior through age-appropriate classroom instruction
- Consideration of Mitigating Factors and our TCDSB Equity Policies
- Staff awareness of Bill 157- duty to respond to incidents (reviewed each year)
- Follow Board protocol in area of Safe Schools
- Involve the SBSLT and Board staff to provide additional supports if necessary

Responsibility

- Administration
- Staff
- Safe School Committee
- Social Worker, Guidance

Resources

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

- TCDSB Code of Conduct (Policy S.S. 10)
- St.Josaphat Code of Conduct
- Ontario's Equity and Inclusive Education Policy
- Student leadership opportunities
- Presentations (social worker, guidance)
- Ontario Catholic School Graduate Expectations
- Safe Schools Act
- Bill 158
- Progressive Discipline Policy
- TCDSB Safe Schools Resources
- "Primary Hands On" Social Skills (Autism Department)
- CDI SNAP program
- CDI Start Right Social Skills program
- Code of Conduct in the Student Agenda
- Equity Action Plan 2023 to 2026

Measurement of Progress

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

-Decrease in the number of inappropriate incidents reported from the school yard
-Reduced number of Reflection papers sent home
-Decrease in negative behaviors indicated in the "Safe School Climate Survey"
-Use of online Progressive Discipline Incident Reporting by staff
-Decrease in the number of bullying incidents and interactions

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.Josaphat Catholic School our vision is to provide a Christian learning environment in which the children can develop spiritually, emotionally, intellectually and physically while embracing differences including race, ethnicity, and language.
Goal #1	To continue provide opportunities for all community members to engage in activities that demonstrate responsibility, respect and academic excellence in a safe and caring learning environment. If we create opportunities for students to explore and investigate their interests, they will have an increased sense of positive well-being.

Initiatives/Strategies/Practices

- Student Leadership opportunities - organizing events, fundraisers
- Newsletter announcements (in English and Ukrainian)
- Graduate expectations and awards
- Informative and transparent communication with parents regarding individual student achievement, provincial and board policies and initiatives
- Parents invited to attend school assemblies, masses, and other special events
- Encourage parent involvement in school through volunteerism
- Help students develop strategies to cope with stress, adjust and proceed against school challenges
- Celebrate staff, and students' contributions, efforts, and victories that can make people feel appreciated
- 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
- Teach and model empathy and kindness

Responsibility

- Entire school community
- Parent community
- Input from the clergy
- Student body

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

- Equity and Inclusive Education Policy
- Various community organizations
- CSPC
- Ontario Catholic Graduate Expectations
- Fr.Ivan and Fr. Volodymyr
- Bishop Bryan Bayda
- TCDSB website
- Catholic School Parent Council
- Equity Action Plan 2023-to 2026
- Safe School Action Team guidelines
- TCDSB central staff (NCC, Literacy Department, Religion Department, Math Department, Autism Department, Indigenous Education Equity Department etc.) – mental wellness support; NCC–faith support, and Toronto Community Crisis Response team (Mediation Circles)
- TPH Nurse
- School Based Support Learning Team

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

- Student, staff and parent engagement
- Increased parent involvement in CSPC
- Increased number of parent volunteers in school
- Decrease in the number of inappropriate incidents reported from the school yard
- Reduced number of Reflection papers sent home
- Reduction in the number of discipline reports/suspensions
- Decrease in negative behaviors indicated in the "Safe School Climate Survey"

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At St.Josaphat Catholic School our vision is to provide a Christian learning environment in which the children can develop spiritually, emotionally, intellectually and physically while embracing differences including race, ethnicity, and language.
Goal #SVP 1	To provide opportunities for all students to have voice within the school in a responsible, respectful manner to help create a safe and caring learning environment.

Initiatives/Strategies/Practices

- Anti Bullying plays and videos
- Various charity activities at the local, community, and abroad
- Student Leadership opportunities
- From the Students - student work published in the School Newsletter
- Bulletin Board displays of student work

Responsibility

- Administration
- Teachers
- Students

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

- Anti Bullying plays and videos to incorporate the 4 quadrants of bullying
- Virtue of the month activities and posters displayed around the school
- Various charity activities at the local, community, and abroad
- Student Leadership opportunities - Student Council
- Bulletin Board displays of student work
- Graduate expectations and awards

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

- Students helping students in resolving issues with teachers as facilitators
- More student work being used in various forums (school newsletter, sharing what's happening in 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

-review and practice hold and secure, lockdown, bomb threats and fire drills as required for each term
-revisit issues with staff where there are areas of compromise
-two anaphylaxis, asthma, concussion protocols inservices as required (discuss and share protocol)
-anaphylaxis safety issues to be mentioned in the newsletter in both English and Ukrainian (signs posted in the school)
-Emergency response protocol communicated in all teacher emergency plans
-evacuation folders posted in each classroom for any teacher or supply to follow
-practice put into place for Occasional Teachers to be made aware of the emergency folder, the room key, students needing help
-community school resource officer to be invited to practice Lockdown with feedback (as per police availability)
-Three fire drill practices per term, 6 in total
-Three staff members have Standard First Aid Certificate
-All Emergency exit signs are in place
-Alternate relocation plan is in place
-Lockdown procedures are practiced
-Student Plan of Care for students with medical concerns
-Classroom teachers discuss Lockdown and Fire Drill procedures through out the school year
-All staff are provided with feedback in relation to the fire drills and lock down drills with next steps for improvement
-Emergency Response posters in each classroom posted in a prominent location
-Blinds/window coverings installed securing each classroom
-Second key for each classroom available to Occasional teacher to lock classroom door
Emergency Medical Board:
-Emergency board located in the office and staffroom
-Each student with a Plan of Care has their photo posted, type of emergency/intervention, and emergency phone number
-Prevalent Medical Conditions TCDSB resource, student support plan to update students with medical conditions
Viewing mandatory videos/resources: Anaphylaxis (twice yearly), Child Sexual Exploitation, Conflict Resolution, Safe Workplace, Rowan's Law (Concussion protocol)

Responsibility

-Administration
-Staff

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

Health and Safety Department
-TCDSB Threats to School Safety Response Procedures
-Police Partner School Action Team Website
-Fire Safety Binder
-Emergency Response Procedures posters

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

-Everyone in the St.Josaphat community will know and follow the emergency response procedures as evidenced by the successful completion of emergency drills (fire drills and lockdown drills)