

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. Mark Catholic School	PRINCIPAL:	Rudy, Nina
SUPERINTENDENT:	Robert D'Addario		
SCHOOL ADDRESS:	45 Cloverhill Rd Toronto ON M8Y 1T4		
STUDENT ENROLMENT:	286		

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	**Rudy, Nina**	**Support Staff Rep**	**Bartolomucci, Lisa**
Teacher Rep	**Kunyckyj, Andrew**	**Parent Rep**	**Carlo Ceccarelli**
Teacher Rep	**Levstek, Margaret**	**Community Rep**	**Julia Ablum**
Teacher Rep	**Waschuk, Adrienne**		

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	**2026-10-15**	**2**	**2026-11-19**
3	**2026-12-10**	**4**	**2027-01-29**

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	The St. Mark Catholic School community is dedicated to creating and maintaining a safe, welcoming, inclusive and respectful environment where every student feels valued, supported and empowered to achieve their full potential. Through the promotion of Gospel values, kindness, empathy and mutual respect, we strive to foster positive relationships and a strong sense of belonging for all members of our school community.
Goal #1	By the end of June 2027, all students and staff will have opportunities to: - Participate in activities and initiatives during Bullying Awareness and Prevention Week to promote understanding, empathy, kindness, inclusion and respectful relationships. - Learn about and demonstrate Gospel values and the teachings of Jesus, emphasizing love, compassion, acceptance and respect for all. - Promote and model behaviours that reflect the Catholic Graduate Expectations, encouraging students to become c

Initiatives/Strategies/Practices

School-Wide Initiatives to Promote Positive Behaviour, Student Well-Being, and Bullying Prevention

1. Recess Engagement, Positive Communication, and Faith Development

\- Promoting Creative and Inclusive Play: Encourage positive and purposeful recess engagement by providing opportunities for creative activities such as sidewalk chalk, drawing books, and other artistic pursuits that foster cooperation, creativity, and inclusion.

\- Positive Communication and Conflict Resolution: Reinforce the importance of using words rather than hands or feet to communicate needs, express feelings, and resolve disagreements. Encourage students to use respectful language and peaceful problem-solving strategies when interacting with peers.

\- Faith Development Through Daily Prayer: Recite the Santa Maria Prayer daily over the PA system to nurture a sense of faith, unity, and spiritual community.

\- Monthly Virtue Recognition: Celebrate students' character development through monthly virtue certificates and awards that recognize and acknowledge students who consistently demonstrate the Catholic virtues and values in their daily actions and interactions.

2. Bullying Awareness and Prevention

\- Principal-Led Classroom Visits: Conduct classroom visits to read age-appropriate anti-bullying stories and facilitate meaningful discussions about kindness, empathy, inclusion, respect, and the importance of standing up for others.

\- Student Anti-Bullying Poster Contest: Organize a school-wide poster contest centred on the theme "What Is Bullying?" to encourage students to reflect on bullying behaviours, their impact on others, and the importance of creating a safe and welcoming school environment.

\- Intermediate Student Leadership Videos: Engage intermediate students in creating short educational videos for younger students that promote empathy, kindness, inclusion, and an understanding of bullying prevention. Encourage older students to model positive behaviours and demonstrate leadership through peer education.

\- Literature-Based Discussions: Incorporate age-appropriate picture books, such as Don't Laugh at Me, to facilitate classroom discussions about the emotional impact of bullying, the importance of accepting differences, and the responsibility of treating everyone with dignity and respect.

3. Social-Emotional Learning and Student Well-Being

\- Guidance and Social Work Support: Provide ongoing support through the Guidance Teacher and school social worker to help students develop self-regulation, effective communication, problem-solving, and positive interpersonal skills.

\- Promoting Mental Health and Wellness: Incorporate daily reminders and discussions about the importance of healthy lifestyle choices, including proper nutrition, adequate sleep, regular physical activity, and prayer as part of nurturing students' overall physical, emotional, and spiritual well-being.

4. Leadership Development and Personal Growth

\- Integration of The 7 Habits of Happy Kids: Incorporate The 7 Habits of Happy Kids by Sean Covey into classroom routines and school-wide activities to foster student leadership, personal responsibility, independence, self-awareness, and positive decision-making. Encourage students to apply these habits in their daily interactions, learning experiences, and relationships with others.

Overall Focus: These initiatives aim to strengthen a positive school culture rooted in Catholic values, where students are encouraged to demonstrate kindness, empathy, respect, responsibility, and leadership. Through intentional opportunities for engagement, relationship building, and social-emotional development, we strive to empower students to make positive choices, resolve conflicts peacefully, and actively contribute to a safe, inclusive, and bully-free school community.

Responsibility

Key Stakeholders and Shared Responsibilities

The successful implementation of bullying prevention and intervention strategies requires the commitment, collaboration, and active participation of all members of the school community. Each stakeholder has an important role in promoting positive relationships, supporting student well-being, and maintaining a safe, inclusive, and respectful learning environment.

\- Principal: Provide leadership and oversight in the implementation of the school's bullying prevention and intervention plan. Establish clear expectations, monitor school climate and behavioural trends, ensure appropriate follow-up to reported incidents, and promote a culture of respect, inclusion, and accountability.

\- Teachers and School Staff: Model positive and respectful behaviour, actively supervise students, identify and address inappropriate behaviours, reinforce school-wide expectations, and provide students with opportunities to develop empathy, positive communication, and conflict-resolution skills.

\- Students: Demonstrate kindness, respect, and responsibility in their daily interactions. Refrain from engaging in bullying behaviours, stand up for peers, report incidents to a trusted adult, and contribute to a welcoming and inclusive school community.

\- Parents and Guardians (CSPC): Reinforce positive behaviours, empathy, and respect at home. Communicate concerns with school administration and staff, support school-wide bullying prevention initiatives, and work collaboratively with the school to promote student safety and well-being. The Catholic School Parent Council (CSPC) can also support awareness initiatives and encourage family engagement.

\- School Social Worker: Provide social-emotional support and interventions for students experiencing bullying, engaging in bullying behaviours, or witnessing bullying. Support the development of coping strategies, self-regulation, positive relationships, and conflict-resolution skills while collaborating with families and school personnel as needed.

\- Guidance Teacher: Support students through individual and group guidance, classroom lessons, and targeted interventions that promote positive peer relationships, empathy, self-esteem, emotional regulation, and effective problem-solving strategies.

\- TCDSB – Safe Schools Department: Provide guidance, resources, and professional support to school administration and staff regarding Board policies, bullying prevention and intervention, progressive discipline, and the implementation of safe school practices.

Shared Responsibility

Bullying prevention is a collective responsibility that requires the ongoing commitment, collaboration, and active participation of all members of the school community. Through a strong partnership among school administration, staff, students, parents and guardians, and Board support personnel, we strive to foster a culture of kindness, empathy, inclusion, respect, and accountability.

By working together, we reinforce the message that everyone has a role to play in preventing bullying, supporting those affected, and creating a safe, welcoming, and faith-filled Catholic learning environment where every student feels valued, accepted, supported, and protected.

Resources

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

Resources for Bullying Prevention, Awareness, and Intervention

The following Board and Ministry resources will support the implementation, monitoring, and evaluation of school-wide bullying prevention and intervention initiatives.

\- Progressive Discipline and Safe Schools (PDSS) Statistics: TCDSB reporting tool used to document, monitor, and track safe school incidents, behavioural concerns, and progressive discipline data. These statistics support the identification of trends and inform school-wide prevention and intervention strategies.

- Access PDSS

\- Student Surveys – Safe Schools Survey and My School, My Voice: Use student feedback to assess perceptions of school safety, belonging, inclusion, and experiences with bullying. Survey results help identify areas of concern and inform future school improvement initiatives.

\- TCDSB Policy S.S.11 – Bullying Prevention and Awareness: Board policy outlining expectations, procedures, and responsibilities related to bullying awareness, prevention, reporting, and intervention.

\- TCDSB Safe Schools Resources: Board-provided resources, tools, and educational materials to support bullying awareness, prevention, intervention, and the development of a positive school climate.

\- TCDSB Bullying Prevention and Intervention Brochure: Informational resource providing students, parents, guardians, and staff with guidance on recognizing, reporting, preventing, and responding to bullying.

\- Ontario Ministry of Education – Policy/Program Memorandum (PPM) 145: Progressive Discipline and Promoting Positive Student Behaviour: Provincial policy outlining expectations for progressive discipline, positive student behaviour, and bullying prevention and intervention in Ontario schools.

Application and Monitoring: These resources will be used to guide school-wide practices, support informed decision-making, monitor behavioural trends, evaluate the effectiveness of prevention initiatives, and ensure alignment with TCDSB policies and Ministry of Education expectations.

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

Evidence of Success, Monitoring, and Measurable Outcomes

1\. Increased Positive Student Engagement: Evidence of increased student participation in school-wide initiatives, leadership opportunities, and activities that promote positive relationships, inclusion, respect, and a sense of belonging.

2\. Reduction in Negative Behavioural Incidents: Evidence of fewer negative behavioural incidents and conflicts throughout the school, accompanied by an increase in students independently and peacefully resolving disagreements using effective problem-solving and conflict-resolution strategies.

3\. Improved School Climate Survey Results: A comparison of current and previous years' Safe School Climate Survey results will demonstrate a decrease in reported bullying behaviours and an increased sense of safety, belonging, and inclusion among students.

4\. Reduction in Reflection Papers: A decrease in the number of student Reflection Papers issued, indicating improved student decision-making, increased accountability, and a greater understanding of appropriate behaviour and school expectations.

5\. Reduction in Bullying-Related Suspensions: A decrease in the number of suspensions related to bullying behaviours compared to the previous school year, reflecting the impact of proactive prevention, early intervention, and restorative practices.

6\. Reduction in Bus Reporting Forms: A decrease in the number of Bus Reporting Forms submitted compared to the previous school year, indicating improved student behaviour, respectful interactions, and adherence to expectations while travelling on school transportation.

7\. Ongoing Monitoring Through Student Surveys: Continue to administer and review student surveys to monitor perceptions of school safety, experiences with bullying, confidence in reporting incidents, and the effectiveness of school-wide prevention initiatives.

8\. Documentation and Analysis of Reported Bullying Incidents: Maintain accurate documentation of all reported bullying incidents and regularly review the data to identify increases or decreases, recurring patterns, locations, and areas of concern. Use this information to inform targeted interventions and adjust school-wide strategies as needed.

Overall Evaluation Goal: Monitor progress throughout the school year using school climate survey results, behavioural data, student reflections, bus reporting forms, and documented bullying reports. Use these measures to assess the effectiveness of prevention and intervention strategies and guide continuous improvement in fostering a safe, inclusive, and respectful school environment.

School Vision	The St. Mark Catholic School community is dedicated to creating and maintaining a safe, welcoming, inclusive and respectful environment where every student feels valued, supported and empowered to achieve their full potential. Through the promotion of Gospel values, kindness, empathy and mutual respect, we strive to foster positive relationships and a strong sense of belonging for all members of our school community.
Goal #2	By the end of June 2027, all students and staff will have opportunities to: - Participate in classroom visits and presentations led by the Guidance Teacher to promote positive relationships, social-emotional learning, bullying awareness and prevention, and respectful behaviour. - Attend presentations and workshops delivered by guest speakers to deepen students' understanding of bullying prevention, empathy, inclusion, kindness and the importance of creating a safe and welcoming school environmen

Initiatives/Strategies/Practices

School-Wide Strategies to Promote Positive Behaviour and Prevent Bullying

1\. Daily Virtue Announcements\
Promote positive, pro-social behaviours through daily announcements that highlight the monthly Catholic virtue and provide practical examples of how students can demonstrate the virtue in their daily interactions and relationships with others.

2\. Visibility of the Progressive Discipline Plan\
Ensure the school's Progressive Discipline Plan is clearly communicated and outlined in the Student Agenda distributed in September. Reinforce school-wide expectations, student responsibilities, and accountability from the beginning of the school year.

3\. Active Supervision of Identified Hot Spots\
Ensure staff actively supervise identified high-risk areas and monitor student interactions during recess, transitions, and other unstructured times. Proactive supervision will help prevent inappropriate behaviours, address concerns promptly, and maintain a safe and inclusive school environment.

4\. Restorative Student Conferencing\
Following behavioural incidents, engage students in restorative conversations that encourage reflection, accountability, and an understanding of the impact of their actions on others. Guide students in identifying appropriate strategies and making positive choices moving forward.

5\. Emphasis on Reconciliation and Relationship Building\
Promote reconciliation and the restoration of positive relationships following student conflicts. Support students in taking responsibility, demonstrating empathy, making amends, and identifying constructive steps to rebuild and maintain healthy peer relationships.

6\. Social-Emotional Learning (SEL) Development\
Integrate Social-Emotional Learning into daily classroom instruction and school-wide practices. Provide students with opportunities to develop empathy, self-awareness, self-regulation, responsible decision-making, and effective conflict-resolution skills. These competencies support positive relationships and help prevent bullying behaviours.

7\. Immediate Reporting of Bullying Incidents\
Reinforce the importance of reporting bullying and inappropriate behaviours promptly to a trusted adult, including classroom teachers, staff on duty, or office personnel. Encourage students to speak up for themselves and others, ensuring that concerns are addressed in a timely and appropriate manner.

8\. Anti-Bullying Strategies and Resources in Monthly Newsletters\
Provide families with practical strategies, resources, and information about bullying prevention through the monthly school newsletter. Strengthen the home-school partnership by encouraging consistent messaging and reinforcing the shared responsibility of promoting respectful, safe, and inclusive relationships.

9\. Access to Multidisciplinary Student Supports\
Provide ongoing support through the School-Based Support Team and, when appropriate, collaborate with multidisciplinary professionals, including social workers, guidance staff, the Autism Team, and Behavioural Team. Work collaboratively to identify student needs, develop appropriate interventions, and support positive behavioural and social-emotional development.

10\. Peer Leadership and Mediation Through the C-LEAP Program\
Implement the C-LEAP (Catholic Leaders Engaging in Active Play) initiative to empower junior and intermediate students to take on leadership roles during recess. Provide students with opportunities to develop peer mediation, problem-solving, conflict-resolution, and leadership skills while promoting positive interactions, inclusion, and respectful play.

Overall Goal: Through consistent school-wide expectations, proactive supervision, restorative practices, student leadership, and social-emotional learning, we aim to foster a safe, inclusive, and faith-filled school community where every student feels valued, respected, supported, and empowered to contribute to a positive school climate.

Responsibility

Key Stakeholders and Shared Responsibilities

The successful implementation of bullying prevention strategies requires the active involvement and shared commitment of all members of the school community. Each stakeholder plays an important role in fostering a safe, inclusive, respectful, and supportive learning environment.

\- Principal and School Administration: Provide leadership, establish clear expectations, implement and monitor school-wide bullying prevention initiatives, and ensure that concerns are addressed promptly and appropriately.

\- Teachers and School Staff: Model respectful behaviour, promote positive relationships, actively supervise students, identify and address inappropriate behaviours, and teach strategies that support conflict resolution, inclusion, and empathy.

\- Students: Demonstrate respect, kindness, and responsibility; make positive choices; stand up for peers; report bullying incidents to a trusted adult; and contribute to a welcoming and inclusive school environment.

\- Parents and Guardians: Reinforce the importance of respect, empathy, and positive relationships at home; communicate concerns with school staff; support school-wide initiatives; and work collaboratively with the school to address behavioural concerns.

Collective Responsibility

Bullying prevention is a shared responsibility that requires the ongoing commitment, collaboration, and active participation of all members of the school community. Through a strong home-school partnership, the principal, school staff, students, and parents work together to establish a culture of respect, inclusion, empathy, and accountability. By working collectively, we strive to create a safe and caring Catholic learning environment where every student feels valued, accepted, respected, and supported.

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

References and Resources for Bullying Prevention and Safe Schools

\- Progressive Discipline and Safe Schools Statistics: Review school-level data to monitor behavioural incidents, bullying reports, suspensions, and trends in student behaviour.

\- Student Surveys – Safe Schools / My School, My Voice: Use student feedback and survey results to assess perceptions of school safety, belonging, inclusion, and experiences with bullying.

\- TCDSB Policy S.S.11 – Bullying Prevention and Awareness: Refer to Board policy for guidance on bullying prevention, awareness, reporting, and intervention.

\- TCDSB Safe Schools – Bullying Prevention Resources: Access Board-developed resources and strategies to support the implementation of school-wide bullying prevention initiatives.

\- TCDSB Bullying Prevention and Intervention Brochure: Use the brochure to communicate key information about recognizing, reporting, preventing, and responding to bullying with students and families.

\- Provincial Policy/Program Memorandum (PPM) 145 – Progressive Discipline and Promoting Positive Student Behaviour: Refer to provincial direction regarding progressive discipline, bullying prevention and intervention, and the promotion of positive student behaviour.

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

Evidence of Success and Measurable Outcomes

1\. Increased Positive Student Engagement: Evidence of increased student participation in school-wide initiatives, leadership opportunities, and activities that promote positive relationships, inclusion, respect, and a sense of belonging.

2\. Reduction in Negative Behavioural Incidents: Evidence of fewer negative incidents and conflicts in the school yard, accompanied by an increase in students independently and peacefully resolving minor disagreements using effective conflict-resolution strategies.

3\. Reduction in Bullying and Increased Intervention: A decrease in reported bullying incidents, with clear evidence that prevention and intervention strategies are being implemented consistently to support students who experience bullying, students who engage in bullying behaviours, and bystanders. Positive actions by staff, students, and parents will demonstrate a shared commitment to bullying prevention.

4\. Improved School Climate Survey Results: Student responses on the School Climate Survey will demonstrate an increased sense of safety, belonging, and confidence in reporting bullying, alongside a decrease in reported experiences of bullying. The goal is to achieve zero suspensions related to bullying behaviours through proactive prevention, early intervention, and appropriate progressive discipline.

School Vision	The St. Mark Catholic School community is dedicated to creating and maintaining a safe, welcoming, inclusive and respectful environment where every student feels valued, supported and empowered to achieve their full potential. Through the promotion of Gospel values, kindness, empathy and mutual respect, we strive to foster positive relationships and a strong sense of belonging for all members of our school community.
Goal #3	To implement and strengthen bullying prevention and equity initiatives that foster a safe, welcoming and inclusive school environment, where every student is treated with dignity and respect and feels valued, accepted and supported. These initiatives will promote positive relationships, celebrate diversity and ensure a strong sense of belonging for all members of the school community.

Initiatives/Strategies/Practices

School Improvement and Safety Initiatives
1. Expand Student Leadership Opportunities
Continue to provide meaningful leadership opportunities for students through participation in the Student Leadership Team, support for House League activities, peer leadership initiatives and other school-wide programs. Encourage students to model positive behaviours, promote inclusion and contribute to a safe and welcoming school environment.

2. Strengthen Bullying Awareness and Prevention Programs
Explore and implement age-appropriate bullying prevention programs and resources for junior and intermediate students. Provide opportunities for guidance counsellor-led classroom sessions, educational presentations and guest speakers to promote empathy, kindness, inclusion, respect and positive relationships.

3. Enhance Student Supervision
Maintain active and consistent supervision of students in all school settings, both indoors and outdoors, with particular attention to identified schoolyard hot spots and areas of concern. Monitor student interactions, identify potential issues and intervene promptly to prevent negative behaviours and promote student safety.

4. Strengthen Staff Professional Development on Bullying Prevention
Provide ongoing professional development opportunities to support staff in recognizing the signs of bullying, understanding their roles and responsibilities, and responding to incidents in a timely, appropriate and effective manner.

5. Educate and Engage the School Community
Use school newsletters, daily announcements and other communication channels to increase awareness of bullying prevention. Share information about what constitutes bullying, how to recognize and report incidents, and the importance of responding appropriately to promote a safe and inclusive school climate.

6. Support Teachers with Bullying Prevention Resources
Share relevant anti-bullying resources, classroom activities and practical strategies through the Weekly Bulletin to support teachers in integrating bullying awareness, prevention and positive relationship-building into classroom instruction, discussions and daily interactions.

Responsibility

Roles and Responsibilities of the School Community

Staff

1. Actively supervise students in all areas of the school and on school grounds, remaining vigilant during classroom activities, transitions, recess and lunch periods.
2. Be alert to signs of bullying and intervene promptly and appropriately whenever bullying behaviour occurs.
3. Respond to reports of bullying in a timely, sensitive and supportive manner, following the Affirm, Ask, Assess, Act process.
4. Take parents' and guardians' concerns about bullying seriously and work collaboratively with families to address reported incidents.
5. Ensure students understand the school's procedures for reporting bullying, including how, when and to whom they can report concerns.
6. Provide a safe and supportive environment for students who report bullying, taking appropriate steps to protect them from retaliation or further harm.
7. Treat all members of the school community with dignity, fairness, kindness and respect.
8. Model positive relationships through respectful communication, empathy, cooperation and constructive ways of resolving disagreements.

Students

1. Treat one another with kindness, dignity and respect.
2. Refrain from engaging in bullying or other hurtful behaviours.
3. Stand up for others and refuse to accept or encourage bullying behaviour.
4. Refuse to watch, laugh, participate or encourage others when someone is being bullied.
5. Include everyone in games and activities, particularly students who may feel isolated or left out.
6. Report bullying or hurtful behaviour to a trusted adult, such as a teacher, staff member or the principal.
7. Demonstrate empathy, respect individual differences and contribute to a safe, welcoming and inclusive school environment.

Parents and Guardians

1. Model positive relationships, respectful communication and appropriate ways of resolving disagreements.
2. Help their child develop healthy ways to express frustration and anger without physically or emotionally hurting others.
3. Teach and encourage positive problem-solving, conflict-resolution and communication skills.
4. Inform school staff promptly if their child shares concerns about being bullied or witnessing a bullying incident.
5. Support the school's bullying prevention and intervention efforts and work collaboratively with staff to address concerns.
6. Help their child understand, appreciate and celebrate individual differences and the importance of treating everyone with dignity and respect.
7. Be attentive to possible signs that their child may be experiencing bullying or engaging in bullying behaviour, and communicate concerns to the school.

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

Resources and Supporting Documents
- Progressive Discipline and Safe Schools (PDSS) Statistics – TCDSB reporting tool used to monitor, track and review behavioural incidents and school safety data.
Access PDSS

- DIP Student Surveys – Safe School Climate Survey / My School, My Voice – Student surveys used to gather feedback and assess perceptions of school safety, inclusion and belonging.
Access DIP Student Surveys

- TCDSB Policy S.S.11 – Bullying Prevention and Awareness – Board policy outlining expectations and procedures for bullying prevention and awareness.
View Policy S.S.11

- TCDSB Safe Schools – Bullying Prevention Resources – Board resources and materials to support bullying awareness, prevention and intervention.
Access Safe Schools Resources

- TCDSB Bullying Prevention and Intervention Brochure – Information and guidance for students, parents and staff on recognizing, reporting and responding to bullying.

- Ontario Ministry of Education – Bullying Prevention Resources – Ministry resources to support schools, students and families in understanding and addressing bullying.
Access Ministry Resource Document

- Ontario Ministry of Education – Policy/Program Memorandum 145 (PPM 145): Progressive Discipline and Promoting Positive Student Behaviour – Provincial guidelines outlining expectations for progressive discipline, promoting positive student behaviour, and preventing and addressing bullying.

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

1. An increase in the number of students demonstrating leadership and promoting a positive, inclusive school environment.

2. An increase in the number of students who confidently stand up for their peers and take appropriate action to prevent bullying.

3. An increase in the number of students who feel safe and empowered to report bullying incidents to a trusted adult.

4. An increase in the number of students who resolve conflicts peacefully by applying effective problem-solving strategies and skills.

5. A decrease in the number of students who report experiencing bullying.

6. A decrease in the number of reported bullying incidents, as reflected in the School Climate Survey, compared to the previous year.

7. A decrease in the number of passive bystanders, accompanied by an increase in students who take positive action when witnessing bullying.

8. A decrease in the number of student conflicts through the consistent use of conflict-resolution strategies and positive peer interactions.

2. Progressive Discipline Plan

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive student behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that include learning opportunities focused on reinforcing positive behaviour and helping students make good choices. PPM 145

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	The Progressive Discipline Plan at St. Mark is designed to promote and maintain a safe, inclusive, and caring learning environment where all students feel respected, valued, and supported. A range of proactive strategies, interventions, consequences, and individualized supports will be implemented to address inappropriate behaviours, promote accountability, and encourage positive behavioural choices. Our approach emphasizes prevention, education, restorative practices, and the development of res
Goal #1	To address inappropriate behaviours through a balanced approach that incorporates corrective, preventative, and supportive disciplinary measures, with a strong emphasis on educating and nurturing the whole child. This approach provides meaningful opportunities for reflection, learning, and personal growth, empowering students to make thoughtful, responsible decisions and develop positive behaviours.

Initiatives/Strategies/Practices

Promoting Positive Student Behaviour and Safe School Practices

1\. Model and Teach Positive Behaviour\
Provide explicit, age-appropriate instruction and ongoing opportunities for students to develop and demonstrate respectful, responsible, and inclusive behaviours across all school settings. Ensure that staff consistently model the positive behaviours and attitudes expected of students.

2\. Communicate Progressive Discipline Procedures\
Ensure that the school's Progressive Discipline Plan and related procedures are clearly communicated to students and families through the Student Agenda. Reinforce school-wide expectations, behavioural standards, and the progressive discipline process to promote consistency, understanding, and accountability.

3\. Apply Mitigating Factors and Equity Considerations\
Ensure that disciplinary decisions are fair, equitable, and consistent with TCDSB policies and procedures. Consider all relevant mitigating and other factors, individual student circumstances, and the principles of Equity and Inclusive Education when determining appropriate interventions and consequences.

4\. Review Staff Responsibilities Under Bill 157\
Review annually with all staff their legal duty to respond to and report serious student incidents, as outlined in Bill 157, Keeping Our Kids Safe at School Act. Reinforce the importance of timely intervention, appropriate reporting, and following established Board procedures.

5\. Utilize the Progressive Discipline Reporting Site\
Support and guide teachers and staff in accessing and using the Progressive Discipline Reporting Site to accurately document, report, and monitor student behavioural incidents in accordance with Board expectations and reporting procedures.

6\. Promote Documentation and Communication with Administration\
Reinforce the importance of timely, factual, and objective documentation of behavioural incidents. Encourage staff to communicate concerns promptly with school administration, particularly when incidents involve repeated inappropriate behaviours, significant safety concerns, or circumstances that may warrant suspension.

7\. Maintain Ongoing Communication with Parents and Guardians\
Foster positive and collaborative partnerships with parents and guardians through timely, transparent, and ongoing communication regarding student behaviour, concerns, interventions, and strategies to support positive behavioural development. Encourage shared responsibility between home and school in reinforcing expectations and supporting student growth.

8\. Adhere to TCDSB Safe Schools Protocols\
Ensure that all staff consistently follow TCDSB Safe Schools policies, protocols, and procedures when responding to behavioural incidents. Maintain a proactive approach to student supervision, safety, reporting, and intervention to promote a secure, respectful, and inclusive learning environment.

9\. Engage the School-Based Support Learning Team (SBSLT) and Board Support Personnel\
Collaborate with the SBSLT and appropriate Board support personnel to identify student needs, develop targeted interventions, and coordinate additional supports when necessary. Engage multidisciplinary professionals to assist students in developing positive behaviours, strengthening social-emotional skills, and achieving success within the school community.

Responsibility

School Staff: Take an active role in promoting and maintaining a safe, inclusive, and respectful school environment. Consistently model and reinforce positive behaviours, communicate clear expectations, actively supervise students, and address inappropriate behaviours promptly and appropriately. Document and report incidents in accordance with TCDSB policies and procedures, communicate concerns with administration and parents/guardians as needed, and work collaboratively to implement interventions and supports that promote student accountability, positive relationships, and overall well-being.

Resources

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

Resources for Progressive Discipline and Safe School Practices

The following Board and Ministry resources provide guidance and support for the consistent implementation, monitoring, and evaluation of the school's Progressive Discipline Plan.

\- Progressive Discipline and Safe Schools (PDSS) Statistics: TCDSB reporting tool used to document, monitor, and track behavioural incidents, progressive discipline measures, and safe school data to identify trends and inform school improvement strategies.

\- Safe Schools Student Surveys: Gather student feedback and assess perceptions of school safety, belonging, behaviour, and the overall school climate.

\- TCDSB Policy S.S.10 – Progressive Discipline: Board policy outlining expectations, procedures, and approaches for addressing inappropriate student behaviour through progressive discipline, corrective measures, and appropriate interventions.

\- TCDSB Progressive Discipline Brochure: Provides information and guidance for students, parents, guardians, and staff regarding behavioural expectations, progressive discipline procedures, and the promotion of positive student behaviour.

\- Ontario Ministry of Education – Safe and Caring Schools: Provincial resources and guidance supporting safe, inclusive, and caring school environments.

\- Policy/Program Memorandum (PPM) 145 – Progressive Discipline and Promoting Positive Student Behaviour: Outlines provincial expectations for progressive discipline, positive student behaviour, and appropriate interventions and consequences in Ontario schools.

\- Toronto Police Service / School Board Protocol: Provides guidelines outlining the roles, responsibilities, and procedures for collaboration between the Toronto Police Service and the TCDSB when responding to school-related incidents and safety concerns.

Application and Monitoring: These resources will guide school-wide practices, support consistent decision-making, ensure alignment with Board and Ministry expectations, and assist in monitoring the effectiveness of progressive discipline strategies and interventions.

Measurement of Progress

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

Evidence of Success and Measurable Outcomes

1\. Reduction in School Yard Incidents: A decrease in the number of inappropriate behaviours and behavioural incidents reported during recess and other unstructured times, reflecting improved student interactions and more positive engagement in the school yard.

2\. Reduction in Reflection Papers: A decrease in the number of Reflection Papers issued and sent home, indicating improved student decision-making, self-regulation, accountability, and understanding of behavioural expectations.

3\. Reduction in Disciplinary Reports and Suspensions: A decrease in the number of documented disciplinary incidents and suspensions compared to the previous school year, demonstrating the effectiveness of proactive interventions, restorative practices, and positive behaviour supports.

4\. Improved Safe School Climate Survey Results: A comparison of current and previous years' Safe School Climate Survey results will demonstrate a decrease in reported negative behaviours and an increase in students' perceptions of safety, respect, inclusion, and belonging.

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 foster a safe, positive, inclusive, and welcoming school community where every student feels valued, respected, supported, and empowered to contribute to a caring and respectful learning environment.
Goal #1	To strengthen school spirit and foster a greater sense of belonging through meaningful student leadership, initiatives, and active participation, while deepening the partnership among the school, home, and parish community.

Initiatives/Strategies/Practices

Student Leadership and Community Engagement Plan

1. Intermediate Student Leadership Team

Establish an Intermediate Student Leadership Team under the guidance of a designated teacher and/or the principal. The team will empower students to take an active role in shaping school culture by championing local and global initiatives, organizing spirit days, and coordinating school-wide activities that promote school spirit, student voice, leadership, and community involvement.

2. Promotion of Student-Led Initiatives

Provide opportunities for student leaders to develop, organize, and lead meaningful initiatives throughout the school year. These may include social justice and charitable campaigns, school assemblies, volunteer opportunities during special events (e.g., Halloween, Christmas, and Valentine's Day), and the planning and implementation of spirit days. Encourage student ownership, collaboration, and active participation in building a positive school community.

3. Junior Recess Leadership Team (C-LEAP)

Implement the C-LEAP program for Junior Division students under the supervision of a designated teacher and/or the principal. Student leaders will help foster a positive, inclusive, and welcoming recess environment by promoting cooperative play, encouraging positive peer interactions, supporting conflict resolution, and strengthening social connections among students.

4. Collaboration with the Catholic School Parent Council (CSPC)

Strengthen partnerships with the Catholic School Parent Council (CSPC) by working collaboratively to plan, organize, and implement school events, fundraising activities, and community-building initiatives. Promote meaningful opportunities for parent participation and engagement to strengthen the connection between home, school, and parish.

5. Faith-Based Activities and Parish Partnerships

Coordinate monthly school Masses and facilitate regular classroom visits and faith-based interactions with Father Koroway. Provide opportunities for students and staff to deepen their faith, participate in prayer and liturgical celebrations, and strengthen the school's connection to the parish community.

6. Ongoing Communication and Community Engagement

Maintain consistent, timely, and meaningful communication with parents and guardians through weekly newsletters, school updates, announcements, and digital communication platforms. Share important information, celebrate school accomplishments, highlight upcoming initiatives, and encourage families to participate in school activities and events.

7. Integration of the Virtues of the Month

Meaningfully integrate the Catholic Virtues of the Month into the daily life of the school. Reinforce each virtue through morning announcements, classroom discussions and activities, school assemblies, visual displays, bulletin boards, and opportunities for students to demonstrate the virtues through their words and actions. Encourage students and staff to model and recognize virtuous behaviour within the school community.

8. Parent Engagement in Student Learning and Achievement

Promote the importance of parent and guardian involvement in student learning by providing opportunities to celebrate and showcase student growth, learning, and accomplishments. Highlight student work and achievements through classroom displays, Parent-Teacher Conferences, school performances, assemblies, and regular school communications. Foster strong home-school partnerships that support student achievement, well-being, and success.

Responsibility

Roles and Responsibilities

- Principal: Provide overall leadership, direction, and support; facilitate initiatives; and ensure alignment with the school's Catholic vision, priorities, and goals.
- Staff: Support, mentor, and encourage student leadership and participation; assist with the planning and implementation of school-wide activities and initiatives.
- Student Council: Take an active leadership role in identifying, planning, and organizing student-led initiatives, spirit days, charitable campaigns, and community-building activities.
- Catholic School Parent Council (CSPC): Collaborate with school administration and staff to support, coordinate, and promote school events, fundraising initiatives, and opportunities for meaningful parent and community engagement.

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

Community Resources and Partnerships

- TCDSB RCMC (Risk Management and Community Resources): Access Board resources, guidelines, and support services to promote student safety, well-being, and positive school environments.
- Toronto Police Service – School Action Teams: Collaborate with community police partners and access resources and initiatives that support school safety, violence prevention, and positive student behaviour. [School Action Teams](http://schoolactionteams.com?utm_source=chatgpt.com)
- Toronto Public Health – School Health Nurse: Collaborate with the assigned public health nurse to support student health and well-being through health education, prevention initiatives, and access to community health resources.

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

Success Criteria / Indicators of Progress

1\. An increase in positive responses and feedback reflected in the Safe Schools Climate Survey, indicating an improved sense of belonging, school spirit, and community engagement.

2\. An increase in student participation in extracurricular activities and volunteer opportunities that support school and community events (e.g., Fun Fair, Welcome BBQ, and other school-wide initiatives).

3\. Increased student participation and engagement in school spirit activities, celebrations, and student-led initiatives throughout the school year.

4\. Increased parent and guardian participation and involvement in school events, activities, and community-building initiatives, strengthening the partnership between home and school.

School Vision	To foster a safe, positive, inclusive, and welcoming school community where every student feels valued, respected, supported, and empowered to contribute to a caring and respectful learning environment.
Goal #SVP 1	1\. To strengthen school spirit and foster a greater sense of belonging through meaningful student involvement, leadership opportunities, and student-led initiatives. 2\. To collaborate with the Catholic School Parent Council (CSPC) to plan and implement joint initiatives and community-building events that promote school spirit and strengthen the partnership between home and school.

Initiatives/Strategies/Practices

• Incorporate student voice, interests, and feedback into the planning and implementation of school-led activities and initiatives to ensure that opportunities reflect students' interests, encourage ownership, and promote meaningful participation.

Responsibility

Roles and Responsibilities

- Principal: Provide leadership, direction, and oversight; support and facilitate initiatives that align with the school's Catholic identity, vision, and improvement goals.
- Staff: Encourage and support student participation, provide guidance and mentorship, and assist in the planning and implementation of school-wide activities and initiatives.
- Student Council: Represent student voice and interests by identifying, proposing, planning, and leading activities and initiatives that promote school spirit, student engagement, and a positive school culture.
- Catholic School Parent Council (CSPC): Collaborate with school administration and staff to support and organize school events, fundraising activities, and community-building initiatives that strengthen parent involvement and the partnership between home, school, and parish.

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

Student Leadership and Student Voice Initiatives

\- Establish a Student Leadership Team: Create an Intermediate Student Leadership Team that provides students with meaningful opportunities to take initiative, develop leadership skills, and contribute to a positive school culture.

\- Implement a C-LEAP Leadership Team (Catholic Leaders Engaging in Active Play): Establish a Junior Student Leadership Team to promote positive, inclusive, and cooperative play during recess, encourage peer connections, and support conflict resolution.

\- Promote Student Voice: Provide opportunities for students to share their interests, ideas, and perspectives and actively contribute to the planning and implementation of learning opportunities, school activities, and community initiatives.

\- Student-Led Assemblies and Announcements: Encourage student leaders to plan and lead school assemblies, deliver morning announcements, and highlight school initiatives, celebrations, and important messages.

\- Expand Leadership Opportunities: Provide a variety of opportunities for students to demonstrate leadership, responsibility, and initiative through virtual assemblies, school spirit days, charitable campaigns, special events, and other school-wide activities.

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

1\. Positive student feedback reflecting an increased sense of belonging, engagement, and opportunities for student voice and leadership.

2\. Positive parent and guardian feedback indicating increased satisfaction with school initiatives and opportunities for family and community involvement.

3\. Increased student participation and engagement in school-wide activities, leadership opportunities, extracurricular programs, and community-building initiatives.

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

PLAN A: Emergency Response Plan

1. Review and Practice of Emergency Procedures

- Review Lockdown, Hold and Secure, and Shelter in Place procedures regularly with all staff and students to ensure familiarity and preparedness.
- Schedule, conduct, and document emergency practice drills in accordance with TCDSB requirements.
- Ensure all staff members understand their specific roles, responsibilities, and expectations during each type of emergency.

2. Visibility and Accessibility of Emergency Procedures

- Display Emergency Response Procedures posters in clearly visible and accessible locations throughout the school, including:
  - All classrooms
  - Main office and administrative areas
  - Gymnasium
  - Library
- Ensure procedures are readily accessible to staff for quick reference when required.

3. Fire Drill Preparedness

- Provide an up-to-date Fire Drill Folder in every classroom, gymnasium, and library.
- Each folder will contain:
  - Emergency procedures and instructions
  - School evacuation maps and designated exit routes
  - Current class lists
  - Relevant staff contact information
- Ensure staff are familiar with the contents and location of their designated folders.

4. Medical Safety and Anaphylaxis Awareness

- Ensure current photographs and relevant medical information for all students with anaphylaxis are readily accessible to staff, in accordance with TCDSB privacy

and medical safety protocols.
- Maintain this information in:
  - Each classroom's Occasional Teacher (OT) Folder
  - The main office for quick reference
- Ensure staff, including occasional and supply personnel, are aware of students with life-threatening allergies and the appropriate emergency response procedures.

5. Communication Tools and Equipment

- Ensure walkie-talkies are available, operational, and accessible to designated staff supervising students in all schoolyard areas.
- Establish consistent use of walkie-talkies for timely and effective communication among school administration, staff, and supervision personnel.
- Regularly check communication equipment to ensure it is functioning properly and ready for use during an emergency.

6. Visitor and Staff Identification

- Implement a consistent visitor identification system to ensure all individuals entering the school are appropriately identified.
- Provide visible identification badges or passes to all visitors and temporary personnel, including:
  - Occasional teachers
  - DECE and EA supply staff
  - CSPC members
  - Community partners, contractors, and other external personnel
- Reinforce established sign-in and sign-out procedures for all visitors.

7. Building Access and Security

- Ensure all teachers, including occasional teachers, have access to the appropriate classroom keys required to perform their duties safely and effectively.
- Ensure staff are provided with the appropriate swipe card access to designated school entrances and schoolyard access points.
- Regularly review access requirements to maintain building security and ensure authorized personnel can enter designated areas when needed.

8. Bus Loading Zone Safety

- Maintain a clearly designated and unobstructed bus loading zone at all times to support the safe arrival and dismissal of students.
- Ensure the bus loading area remains free of unauthorized vehicles, pedestrian obstructions, and other potential hazards.
- Communicate and reinforce bus zone safety expectations with parents, guardians, staff, and transportation personnel.

Responsibility

Roles and Responsibilities

\- Principal: Oversee the implementation and monitoring of the Emergency Response Plan; ensure compliance with TCDSB policies and procedures; communicate emergency protocols to the school community; coordinate and document emergency drills; and ensure staff are prepared to respond appropriately to emergency situations.

\- Staff: Familiarize themselves with all emergency procedures and their assigned roles and responsibilities; actively participate in emergency training and practice drills; review and maintain classroom emergency resources; supervise and account for students during emergency situations; and follow established TCDSB protocols to ensure the safety and well-being of all students.

Resources

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

\- Toronto Police Services Board – Police/School Board Protocol Video: Review the video with staff to reinforce an understanding of police and school board roles, responsibilities, and coordinated responses during emergency situations.

\- Emergency Response Procedures Posters: Display standardized emergency procedure posters in all classrooms and key areas throughout the school to ensure procedures are visible, accessible, and consistently followed by staff.

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

Success Criteria / Indicators of Progress

1\. Staff and students demonstrate an understanding of and respond appropriately to established emergency procedures during drills and actual emergency situations.

2\. School building security protocols are consistently implemented to ensure that all entrances and access points are monitored and secured in accordance with TCDSB guidelines.

3\. All visitors and external personnel are appropriately identified and visibly wear visitor identification badges while in the school.

4\. Staff demonstrate the ability to promptly and effectively secure their classrooms and designated areas in response to emergency situations, following established TCDSB protocols.