

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. Martin de Porres Catholic School	PRINCIPAL:	Prete, Christina
SUPERINTENDENT:	Ryan Peterson		
SCHOOL ADDRESS:	230 Morningside Ave Toronto ON M1E 3E1		
STUDENT ENROLMENT:	326		

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	**Prete, Christina**	**Parent Rep**	**Jackie Beekmeyer**
Teacher Rep	**Cardoso, Hope**	**Parent Rep**	**Tabitha Ramsay**
Support Staff Rep	**O`Halloran, Patricia**	**Student Rep**	**Shyanne Dancel**

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	**2026-10-22**	**2**	**2026-11-10**
3	**2026-11-26**	**4**	**2026-12-15**

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	Through the collective efforts of our school community, we will foster a safe, inclusive, and welcoming learning environment rooted in Gospel values, where all students, staff, and families feel respected, accepted, and supported. By promoting awareness of our anti-bullying policies and encouraging students to develop positive, assertive behaviours, we will empower all members of our community to recognize, report, and respond responsibly to bullying, whether experienced directly or witnessed.
Goal #1	Increase awareness and understanding of the school's anti-bullying policies among students, staff, and parents/guardians through ongoing education and communication. Ensure that all members of the school community understand how to recognize, report, and respond responsibly to bullying, whether they experience it directly or witness it happening to others, as measured through participation in learning opportunities, school-wide communication, and feedback from the school community.

Initiatives/Strategies/Practices

- School-Wide Education: Review the School Code of Conduct and anti-bullying expectations during assemblies and classroom discussions. Reinforce the difference between conflict and bullying, including emotional, social, verbal, physical, and cyberbullying.
- Student Awareness and Prevention: Participate in Bullying Awareness and Prevention Week and implement age-appropriate classroom activities, videos, discussions, and scenarios that teach students how to recognize bullying, report concerns, support peers safely, and seek help from trusted adults.
- Staff Awareness and Professional Learning: Review TCDSB bullying prevention, reporting, intervention, and progressive discipline procedures at staff meetings. Reinforce the responsibility of all staff to respond promptly to suspected bullying and report concerns to administration.
- Parent/Guardian Communication: Share information about the School Code of Conduct, bullying prevention, reporting procedures, and available student supports through school newsletters, parent communications, and CSPC meetings.
- Clear Reporting Procedures: Ensure students know which staff members they can approach to report concerns. Reinforce that students who witness bullying should seek adult support and that reports will be addressed appropriately.
- Student Voice and Leadership: Encourage student-led kindness campaigns, inclusion activities, peer leadership, and school-wide initiatives that promote positive relationships and discourage bullying.
- Ongoing Monitoring and Follow-Up: Review reported concerns, intervention documentation, and feedback from students, staff, and parents/guardians to identify trends and determine additional prevention and education needs.

Responsibility

- Principal: Lead implementation, communicate TCDSB policies and procedures, provide staff guidance, and monitor progress.
- Teachers and Support Staff: Deliver age-appropriate bullying-prevention education, reinforce the Code of Conduct, respond promptly to concerns, and report suspected bullying to administration.
- Safe and Accepting Schools Team: Support prevention initiatives, review school-climate concerns, and recommend strategies to strengthen safety and inclusion.

- Guidance Teacher and School Social Worker: Support student well-being, conflict resolution, and appropriate interventions, as needed.
- Students: Learn how to recognize and report bullying and seek help when they witness or experience it.
- Parents/Guardians and CSPC: Reinforce school expectations and support school-wide awareness and prevention initiatives.

Resources

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

• TCDSB Safe Schools
• TCDSB Bullying Awareness and Prevention
• TCDSB Code of Conduct and Progressive Discipline Policy.
• TCDSB Pastoral Plan, In God's Image: Growing in Knowledge, with Justice and Hope, to connect bullying prevention with Gospel values, dignity, respect, and inclusion.

Measurement of Progress

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

• Student awareness: Student discussions, reflections, or age-appropriate surveys demonstrating an understanding of how to recognize bullying, report concerns, and safely support peers.
• Staff understanding: Documentation of staff meetings and professional learning addressing TCDSB anti-bullying policies, reporting procedures, and appropriate responses to suspected bullying.
• School-wide communication: Records of assemblies, classroom lessons, newsletters, parent communications, and awareness initiatives promoting bullying prevention.
• Reporting and response: Review of documentation to ensure bullying concerns are reported, addressed promptly, and followed up according to Board and school procedures.
• Community feedback: Feedback from students, staff, and parents/guardians regarding their awareness of reporting procedures and their perceptions of school safety, inclusion, and support.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	Through the collective efforts of our school community, we will foster a safe, inclusive, and welcoming learning environment rooted in Gospel values, where all students, staff, and families feel respected, accepted, and supported. By promoting awareness of our anti-bullying policies and encouraging students to develop positive, assertive behaviours, we will empower all members of our community to recognize, report, and respond responsibly to bullying, whether experienced directly or witnessed.
Goal #2	St. Martin de Porres will strengthen student voice, leadership, and shared responsibility for building a positive school community. Through student-led initiatives, collaborative problem-solving, and opportunities for meaningful participation in school life, students will be encouraged to take an active role in promoting belonging, resolving disagreements constructively, and contributing to a culture where differences are valued. Progress will be measured through student participation.

Initiatives/Strategies/Practices

- Collaborative Problem-Solving: Incorporate classroom meetings, peer collaboration, guided discussions, and restorative conversations to help students resolve disagreements constructively, listen to different perspectives, and develop solutions together.
- Positive Relationships and Belonging: Establish classroom agreements and shared expectations that promote respect, responsibility, empathy, and acceptance of individual differences. Recognize students who demonstrate leadership, compassion, and positive contributions to the school community.
- Student Participation in School Life: Involve students in planning school events, community outreach, faith-based activities, and initiatives that support a welcoming and inclusive school environment.
- Student Feedback and Reflection: Provide regular opportunities for students to reflect on their contributions, identify areas for improvement, and recommend strategies to strengthen school climate and student belonging.
- Shared Responsibility: Reinforce that all students have a role in maintaining a safe, respectful, and inclusive learning environment by encouraging them to model positive behaviour, support peers, and seek adult assistance when needed.

Responsibility

- Principal: Lead and support initiatives that promote student voice, leadership, inclusion, and shared responsibility.
- Teachers and Support Staff: Provide meaningful opportunities for student participation, collaborative problem-solving, positive relationship-building, and leadership within classrooms and school-wide activities.
- Students and Student Leaders: Contribute ideas, lead initiatives, model Gospel values, and help foster a respectful, inclusive, and welcoming school community.
- Safe and Accepting Schools Team: Support initiatives that strengthen belonging, positive relationships, and a safe school climate.
- Parents/Guardians and CSPC: Encourage student involvement and support school-wide initiatives that promote inclusion and community engagement.

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

1. TCDSB Pastoral Plan — In God's Image: Growing in Knowledge, with Justice and Hope
Supports Gospel values, student dignity, respect, inclusion, service, and building a caring Catholic community.
2. TCDSB Safe Schools resources and Code of Conduct
Supports student responsibility, respectful behaviour, positive relationships, conflict resolution, and maintaining a safe and welcoming learning environment.
3. TCDSB Equity and Inclusive Education resources
Supports valuing individual differences, student belonging, inclusive participation, and ensuring that all students have opportunities to contribute.
4. Ontario Catholic School Graduate Expectations
Supports developing students as responsible citizens, collaborative contributors, effective communicators, and caring community members.

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

- Student participation: Records of student involvement in school-wide and classroom initiatives, leadership opportunities, and activities that promote a positive school community.
- Student voice: Evidence that students have opportunities to share ideas, provide feedback, and contribute to decisions and initiatives that affect school life.
- Student-led initiatives: Documentation of activities planned or led by students to promote Gospel values, respect, inclusion, kindness, and acceptance of individual differences.
- Collaborative problem-solving: Classroom observations, student reflections, and examples of students using respectful communication and constructive strategies to resolve disagreements.
- Belonging and inclusion: Student feedback, surveys, or classroom discussions that demonstrate students feel valued, included, and able to contribute to the school community.
- Reflection and ongoing improvement: Staff and student reflections identifying successes, areas for growth, and next steps to strengthen student leadership and shared responsibility.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	Through the collective efforts of our school community, we will foster a safe, inclusive, and welcoming learning environment rooted in Gospel values, where all students, staff, and families feel respected, accepted, and supported. By promoting awareness of our anti-bullying policies and encouraging students to develop positive, assertive behaviours, we will empower all members of our community to recognize, report, and respond responsibly to bullying, whether experienced directly or witnessed.
Goal #3	St. Martin de Porres will strengthen partnerships among students, staff, and parents/guardians to support student well-being and foster a positive school climate. Through ongoing communication, family engagement opportunities, and collaboration with school and community supports, we will promote a shared understanding of student needs and reinforce consistent expectations for respectful behaviour, personal responsibility, and positive relationships.

Initiatives/Strategies/Practices

- Family Engagement Opportunities: Encourage parent/guardian participation in curriculum nights, parent-teacher interviews, school events, workshops, and Catholic School Parent Council (CSPC) meetings to strengthen home-school partnerships.
- Consistent Behavioural Expectations: Communicate the School Code of Conduct and expectations for respect, responsibility, civility, and positive relationships to students and families. Reinforce consistent approaches to addressing behavioural concerns and supporting student growth.
- Collaborative Student Support: Establish timely communication among teachers, administration, parents/guardians, and relevant school-based support staff to discuss student strengths, needs, progress, and appropriate strategies to support well-being and success.
- Access to School and Community Supports: Connect families with appropriate school-based resources, including Guidance, School Social Work, and other available Board or community supports, as needed.
- Promoting Positive Relationships and Student Well-Being: Incorporate classroom activities, assemblies, and school-wide initiatives that promote empathy, conflict resolution, inclusion, Gospel values, and respectful interactions among students.
- Parent/Guardian Feedback and Consultation: Provide opportunities for families to share feedback and suggestions through surveys, meetings, CSPC discussions, and informal communication to help identify priorities and strengthen school climate.
- Celebrating Student Success: Recognize student growth, positive behaviour, leadership, and contributions to the school community through classroom recognition, assemblies, and communication with families.

Responsibility

- Principal: Lead and monitor initiatives that strengthen home-school partnerships, family engagement, communication, and student well-being.
- Teachers and Support Staff: Maintain ongoing communication with families, reinforce school expectations, and collaborate with parents/guardians to support student needs and positive relationships.
- Students: Demonstrate respect, personal responsibility, and positive behaviour, and contribute to a safe and inclusive school climate.
- Parents/Guardians: Participate in school engagement opportunities, communicate with school staff, reinforce respectful behaviour, and collaborate in supporting their children's well-being.
- Guidance and School Social Work: Provide appropriate student and family support, consultation, and referrals to additional resources, as needed.
- CSPC: Support family engagement, encourage parent/guardian participation, and contribute to initiatives that strengthen school climate.

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

1. TCDSB Parent Resources — includes the Guide to Our School System, Mental Health and Well-Being, Parent and Student Charter of Principles, and Interpreting and Translation Services. Useful for strengthening family communication and engagement.
2. TCDSB Mental Health and Well-Being Resources — includes the Mental Health Action Plan, Mental Health and Well-Being Policy, and resources for parents/guardians and students.
3. TCDSB Code of Conduct — outlines behaviour expectations for students, staff, and families, including respect and safe, inclusive school environments.
4. TCDSB Pastoral Plan, In God's Image: Growing in Knowledge, with Justice and Hope (2024–2027) — supports nurturing relationships among families, parishes, staff, and students.
5. TCDSB Safe Schools Action Plan — supports a positive, inclusive, caring, and accepting school climate through prevention initiatives and school practices.

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

- Ongoing communication: Documentation of school communications regarding student well-being, behavioural expectations, school initiatives, and available supports.
- Home-school collaboration: Evidence of communication and collaboration among teachers, administration, parents/guardians, and relevant support staff to address student needs and reinforce consistent expectations.
- Access to supports: Documentation of appropriate referrals, consultations, and connections to school-based or community resources, while maintaining student and family confidentiality.
- Parent/guardian feedback: Feedback gathered through surveys, meetings, CSPC discussions, or other consultation opportunities regarding communication, engagement, and support for student well-being.
- Positive school climate: Student and staff feedback, observations, and school climate information indicating progress in respectful behaviour, positive relationships, inclusion, and shared responsibility.

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	At St. Martin de Porres, we believe that every student, parent/guardian, teacher, and staff member has the right to feel safe, welcomed, respected, and valued within our school community. Rooted in Gospel values, we are committed to fostering a positive and inclusive learning environment that promotes faith, personal responsibility, civility, and academic excellence. Through the consistent implementation of a progressive discipline approach, we will promote accountability.
Goal #1	St. Martin de Porres will strengthen a safe, inclusive, and welcoming school climate rooted in Gospel values by ensuring that 100% of staff are informed of progressive discipline procedures and that students and parents/guardians receive clear communication regarding school expectations, student responsibilities, and behavioural supports. Staff will consistently apply progressive discipline practices that emphasize accountability, restorative approaches, and positive behaviour.

Initiatives/Strategies/Practices

- Review the TCDSB and school Code of Conduct, progressive discipline procedures, and staff responsibilities at staff meetings.
- Communicate school expectations, student responsibilities, and behavioural supports through assemblies, classroom discussions, PA announcements, student agenda inserts, and school communications to parents/guardians.
- Provide staff with opportunities for professional dialogue and collaboration regarding consistent implementation of progressive discipline, restorative practices, and positive behaviour supports.
- Promote Gospel values, including dignity, respect, empathy, forgiveness, inclusion, and reconciliation, through classroom instruction, school liturgies, and faith-based activities.
- Implement conflict-resolution and problem-solving strategies that support students in managing disagreements, repairing relationships, and making positive choices.
- Ensure timely staff intervention, documentation, and administrative follow-up when behavioural concerns arise, using appropriate progressive discipline practices.
- Engage Guidance, the School Social Worker, and other support staff, as needed, to provide additional interventions and behavioural supports for students.
- Involve parents/guardians and the Catholic School Parent Council (CSPC) in promoting a safe, inclusive, and welcoming school environment.
- Monitor behavioural incidents and gather student, staff, and parent/guardian feedback to identify trends, evaluate the effectiveness of strategies, and determine next steps throughout the 2026–2027 school year.

Responsibility

- Principal: Lead the implementation and monitoring of progressive discipline procedures; communicate expectations; support staff in responding consistently to behavioural concerns; ensure appropriate documentation and follow-up; and monitor progress toward the SMART goal.
- Teachers: Review the Code of Conduct with students, establish clear classroom expectations, teach conflict-resolution strategies, respond to behavioural concerns, document incidents as appropriate, and communicate with parents/guardians.
- Support Staff: Guidance Teacher, School Social Worker, and Educational Assistants support student well-being, conflict resolution, behavioural interventions, and the implementation of appropriate supports within their roles.
- Students: Demonstrate respect, follow school expectations, take responsibility for their actions, participate in restorative processes when appropriate, and report concerns to trusted adults.

Parents/Guardians: Reinforce school expectations, communicate with school staff, and collaborate in supporting positive student behaviour.

Resources

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

1. TCDSB Safe Schools Department
2. TCDSB Code of Conduct Policy
3. TCDSB Progressive Discipline Policy (S.S.10)
4. TCDSB Bullying Awareness and Prevention Resources
5. TCDSB Safe Schools Action Plan

Measurement of Progress

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

- Staff Awareness: 100% of staff will receive information and a review of progressive discipline procedures, documented through staff meeting agendas, minutes, and professional learning records.
- Communication of Expectations: Document the distribution of the School Code of Conduct and communication of school expectations, student responsibilities, and behavioural supports to students and parents/guardians.
- Consistent Implementation: Review incident documentation throughout the school year to monitor timely staff responses, administrative follow-up, and the application of progressive discipline, restorative practices, and positive behavioural supports.
- Student and Parent/Guardian Voice: Gather feedback through student discussions, surveys, and parent/guardian input to assess awareness of school expectations and perceptions of safety, inclusion, and belonging.
- Ongoing Monitoring: Review behavioural incident trends and intervention outcomes at regular intervals to identify areas for improvement and determine additional supports needed.

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. Martin de Porres, we are committed to fostering a positive school climate where all members of the school community feel safe, welcomed, respected, and accepted. Rooted in Gospel values, we strive to create a supportive teaching and learning environment that promotes responsibility, civility, respect, and academic excellence. Through meaningful collaboration with students, staff, parents/guardians, and community partners, we will work together to build and sustain a positive school cultur
Goal #1	St. Martin de Porres will strengthen its positive school climate by engaging students, staff, parents/guardians, and community partners in initiatives that promote Gospel values, respect, responsibility, civility, inclusion, and academic excellence. Each division will participate in at least two school-wide or classroom initiatives that foster belonging, positive relationships, and shared responsibility for maintaining a safe and welcoming learning environment.

Initiatives/Strategies/Practices

Faith and Gospel Values
- Integrate the TCDSB Pastoral Plan, In God's Image: Growing in Knowledge, with Justice and Hope, into classroom learning, prayer, liturgies, and assemblies.
- Highlight monthly virtues and connect them to respect, responsibility, compassion, forgiveness, and service.
- Recognize students who demonstrate kindness, inclusion, leadership, and service to others.

Positive Relationships and Belonging
- Each division will implement at least two initiatives promoting kindness, respect, inclusion, and positive relationships.
- Use classroom circles, cooperative learning, peer problem-solving, and restorative conversations to strengthen relationships.
- Establish classroom agreements that reflect the School Code of Conduct and shared responsibility for a welcoming environment.
- Participate in school-wide activities such as Bullying Awareness and Prevention Week and the International Day of Pink.

Student Voice and Leadership
- Establish or strengthen student leadership opportunities, such as Student Ambassadors, student council, or peer helpers.
- Invite students to identify ways to improve belonging, respectful behaviour, and inclusion.
- Provide student-led announcements, campaigns, and acts of service that reinforce school-wide expectations.

Parent, Parish, and Community Partnerships
- Engage the CSPC in supporting initiatives that promote kindness, inclusion, student well-being, and school spirit.
- Strengthen connections with the parish and community partners through service projects, charitable initiatives, and faith-based celebrations.
- Share school-wide initiatives and expectations with parents/guardians through newsletters, the school website, and parent meetings.

Responsibility

- Principal: Lead and monitor implementation of the school-wide goal, coordinate initiatives, communicate expectations, and evaluate progress.
- Teachers: Plan and implement at least two classroom or school-wide initiatives per division that promote Gospel values, respect, responsibility, inclusion, positive relationships, and academic excellence.
- Safe and Accepting Schools Team: Support school-wide planning, identify areas for improvement, and help evaluate the impact of initiatives on school climate.
- Support Staff: Guidance Teacher, School Social Worker, Educational Assistants, and other support staff will contribute to initiatives that promote student well-being, inclusion, positive relationships, and conflict resolution, as appropriate to their roles.
- Students: Participate in initiatives, demonstrate Gospel values, contribute ideas, and take responsibility for helping maintain a safe and welcoming environment.
- Parents/Guardians and CSPC: Support school initiatives, provide feedback, and collaborate with staff to strengthen home–school partnerships.

Resources

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

1. Primary resource: TCDSB Pastoral Plan: In God's Image — Growing in Knowledge, with Justice and Hope. This directly supports Gospel values, dignity, respect, relationships, service, and collaboration among students, staff, families, and parishes.
2. Equity and inclusion: TCDSB Equity Action Plan. This supports equitable opportunities, inclusion, and ensuring students feel welcomed and supported.
3. Safe and welcoming schools: TCDSB Safe Schools Action Plan. This supports positive school climate, bullying prevention, student leadership, and a safe learning environment

Measurement of Progress

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

- Implementation of Initiatives: Track and document each division's completion of at least two school-wide or classroom initiatives that promote Gospel values, respect, responsibility, civility, inclusion, positive relationships, and academic excellence.
- Student Participation and Engagement: Maintain records of student participation in faith-based activities, school-wide assemblies, student leadership opportunities, service projects, and initiatives that promote belonging and school spirit.
- Communication and Collaboration: Document parent/guardian and CSPC involvement, community partnerships, and communication related to school climate initiatives.
- Student Voice and Feedback: Gather student reflections, classroom discussions, or survey responses to assess students' sense of belonging, inclusion, safety, and connection to the school community.
- Staff Reflection and Documentation: Review division planning records, staff meeting discussions, and classroom documentation to assess the implementation and effectiveness of initiatives.
- Ongoing School Climate Monitoring: Review feedback and behavioural incident trends throughout the year to identify areas of strength, address concerns, and determine next steps.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At St. Martin de Porres, we are committed to fostering a positive school climate where all members of the school community feel safe, welcomed, respected, and accepted. Rooted in Gospel values, we strive to create a supportive teaching and learning environment that promotes responsibility, civility, respect, and academic excellence. Through meaningful collaboration with students, staff, parents/guardians, and community partners, we will work together to build and sustain a positive school cultur
Goal #2	St. Martin de Porres will strengthen collaboration among students, staff, and parents/guardians to promote shared responsibility for a positive school climate. Each division will provide at least two opportunities for students to demonstrate leadership, responsibility, and respect through collaborative activities, student voice initiatives, or community-building projects. Progress will be measured through participation in these opportunities, staff observations of student engagement.

Initiatives/Strategies/Practices

- Student Voice and Decision-Making: Provide opportunities for students to share ideas, express concerns, and contribute to classroom agreements, school improvement initiatives, and decisions that affect their learning environment.
- Collaborative Learning and Problem-Solving: Incorporate cooperative learning, group projects, classroom meetings, and guided discussions that encourage active participation, respectful communication, shared decision-making, and constructive resolution of disagreements.
- Positive Relationships and Shared Responsibility: Establish and reinforce classroom expectations that emphasize respect, accountability, empathy, and responsibility for maintaining a safe and welcoming school environment. Recognize students who model these behaviours.
- Student Reflection and Feedback: Provide opportunities for students to reflect on their participation, leadership, and contributions to the school community through classroom discussions, journals, exit tickets, or age-appropriate surveys.

Responsibility

- Principal: Provide direction, communicate expectations, monitor implementation, and support staff in creating opportunities for student leadership and collaboration.
- Teachers: Plan and implement at least two division-based opportunities for students to demonstrate leadership, responsibility, respect, and collaboration; document participation and observe student engagement and interactions.
- Support Staff: Reinforce respectful interactions, positive relationships, inclusion, and shared responsibility throughout the school day.
- Students: Participate actively in collaborative activities, demonstrate leadership, and contribute to a positive and inclusive school climate.
- Parents/Guardians and Catholic School Parent Council (CSPC): Support school initiatives and contribute to community-building activities and positive home-school partnerships.
- Safe and Accepting Schools Team: Support initiatives that promote belonging, respectful relationships, inclusion, and a safe school environment.

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

- TCDSB Pastoral Plan, In God's Image: Growing in Knowledge, with Justice and Hope (2024–2027) — to guide initiatives that promote belonging, respect, justice, hope, and positive relationships.
- Ontario Catholic School Graduate Expectations — particularly A Collaborative Contributor, A Responsible Citizen, and An Effective Communicator, to support student leadership, shared responsibility, and respectful collaboration.
- TCDSB Catholic School Student Leadership resources — to support student participation, leadership opportunities, and school community initiatives.
- TCDSB Safe Schools resources and Safe Schools Action Team guidelines — to support a safe, inclusive school climate and positive relationships.
- TCDSB Virtues of the Month and Catholic Social Teaching resources — to reinforce Gospel values, empathy, service, respect, and responsibility.
- School-based resources: classroom agreements, student reflections and feedback, collaborative learning activities, school-wide community-building initiatives, and parent/guardian engagement through the Catholic School Parent Council.

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

- Documentation of at least two student leadership, collaborative learning, or community-building opportunities implemented in each division during the 2026–2027 school year.
- Records of student participation and engagement in collaborative activities, student voice initiatives, and school-wide projects.
- Teacher observations of students demonstrating leadership, responsibility, respectful communication, cooperation, and constructive problem-solving.
- Student reflections, discussions, or surveys to gather feedback on belonging, inclusion, collaboration, and their contributions to the school community.
- Staff reflections and feedback to identify strengths, areas for growth, and next steps in promoting a positive school climate.
- Evidence of parent/guardian and community participation in school initiatives, where applicable.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At St. Martin de Porres, we are committed to fostering a positive school climate where all members of the school community feel safe, welcomed, respected, and accepted. Rooted in Gospel values, we strive to create a supportive teaching and learning environment that promotes responsibility, civility, respect, and academic excellence. Through meaningful collaboration with students, staff, parents/guardians, and community partners, we will work together to build and sustain a school culture where e
Goal #SVP 1	By June 2027, St. Martin de Porres will strengthen a positive, inclusive, and respectful school climate rooted in Gospel values by implementing at least two school-wide or divisional initiatives that promote student voice, leadership, belonging, and respectful relationships. Through collaboration among students, staff, parents/guardians, and community partners, we will promote shared responsibility for maintaining a safe and welcoming learning environment. Progress will be measured through stude

Initiatives/Strategies/Practices

Initiative / Practice Strategies for Implementation
1. Student Voice and Leadership Provide opportunities for students to take on leadership roles through student council, classroom responsibilities, peer support, and school-wide community-building activities. Invite students to share suggestions for improving school climate.
2. Bullying Prevention and Positive Relationships Explicitly teach respectful communication, conflict resolution, empathy, and safe ways to report bullying. Review school expectations and reinforce appropriate responses to bullying and hurtful behaviour.
3. Inclusion, Belonging and Acceptance Incorporate classroom discussions, read-alouds, collaborative learning activities, and celebrations that promote diversity, acceptance, equity, and respect for individual differences.
4. Gospel Values in Action Integrate Catholic Graduate Expectations and Gospel values into classroom learning, prayer, liturgies, and school activities. Recognize acts of kindness, compassion, service, and responsibility.
5. Collaborative Classroom and School Practices Establish consistent expectations for respectful behaviour across divisions. Use restorative conversations, problem-solving circles, and reflection opportunities to help students understand the impact of their actions and repair relationships.
6. Student, Parent and Community Engagement Engage parents/guardians and community partners in promoting positive school climate through school communications, parent council involvement, school events, and opportunities to provide feedback.
7. Monitoring and Continuous Improvement Gather student feedback, monitor participation in leadership and community-building activities, review bullying-related incident data, and use staff observations to identify areas of strength and opportunities for improvement.

Responsibility

- Principal: Lead and monitor implementation of the SMART goal, communicate expectations, support staff, and monitor school climate data and progress.
- Teachers: Integrate Gospel values, bullying prevention, respectful relationships, inclusion, and conflict-resolution strategies into classroom instruction and daily practices.
- Support Staff (EAs, ECEs, CYWs and other staff): Reinforce school-wide expectations, promote positive interactions, support student inclusion, and communicate concerns to the appropriate staff.
- Students: Demonstrate respect, responsibility, and kindness; participate in leadership and community-building initiatives; and report bullying or safety concerns to a trusted adult.
- Parents/Guardians: Reinforce respectful behaviour and Gospel values at home, communicate concerns to the school, and participate in school community initiatives.
- School and Parent Council / Community Partners: Support and promote initiatives that strengthen belonging, student engagement, and positive school climate.
- School Climate / Safe Schools Team, where applicable: Support the identification of needs, implementation of prevention strategies, and monitoring of progress.

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

1. Safe Schools Action Plan and Safe Schools resources
2. Bullying Awareness and Prevention resources
3. TCDSB Pastoral Plan: In God's Image: Growing in Knowledge, with Justice and Hope
4. Ontario Catholic School Graduate Expectations
5. TCDSB Code of Conduct and Bullying Prevention and Intervention Policy
6. Student Ambassador Program
7. TCDSB Mental Health and Well-Being resources

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

- Implementation of initiatives: Document the implementation of at least two school-wide or divisional initiatives promoting student leadership, belonging, inclusion, and respectful relationships.
- Student participation and voice: Track student participation in leadership and community-building activities and gather student feedback through age-appropriate discussions, surveys, or classroom reflections.
- Staff observations: Collect staff feedback and observations regarding respectful interactions, student engagement, inclusion, and the use of conflict-resolution strategies.
- School climate and bullying-related data: Monitor and analyze reported bullying incidents, recurring concerns, and behavioural patterns to identify areas requiring additional prevention or intervention. Consider the context and nature of reports rather than relying solely on a reduction in reported incidents.
- Stakeholder engagement: Document parent/guardian and community participation in school climate initiatives and feedback received.
- End-of-year evaluation: Review the evidence with staff to identify successes, areas for improvement, and next steps for the 2027–2028 school year.

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

1. Fire and Lockdown Drills
Conduct three fire drills per term and two lockdown drills per term, in accordance with TCDSB requirements. Review each drill and identify areas requiring improvement.
2. Staff Training and Communication
Review emergency procedures, staff responsibilities, evacuation routes, and lockdown expectations at staff meetings and through Health and Safety agenda items each term.
3. Student Awareness and Preparedness
Teach and reinforce age-appropriate expectations for fire drills, lockdowns, evacuations, and other emergency situations. Ensure students understand the importance of following staff instructions promptly.
4. Emergency Procedures for Supply Staff and Visitors
Ensure supply staff, volunteers, and visitors receive relevant emergency instructions, including evacuation procedures and how to respond to alarms or lockdown announcements.
5. Emergency Plans and Visual Supports
Ensure emergency procedures, evacuation maps, designated exits, and relevant safety information are accessible and clearly displayed in appropriate locations throughout the school.
6. Staff Roles and Responsibilities
Confirm designated staff responsibilities for emergency response, student supervision, attendance verification, communication, and supporting students who may require additional assistance.
7. Review and Continuous Improvement
Document drill outcomes, identify concerns or gaps in procedures, and implement corrective actions. Review emergency preparedness procedures periodically and following any significant concerns.

Responsibility

- Principal: Oversee the implementation of emergency procedures, ensure compliance with TCDSB protocols, coordinate required drills, review outcomes, and ensure corrective actions are completed.
- Teachers: Review emergency procedures with students, maintain classroom readiness, and follow assigned responsibilities during drills and emergencies.
- Support Staff (EAs, ECEs, CYWs and other staff): Follow assigned emergency responsibilities and support students who require assistance during drills and emergencies.
- Office Staff: Support emergency communications, maintain relevant documentation, and provide emergency instructions to visitors and volunteers as appropriate.
- Health and Safety Representatives / Committee: Support the communication of safety procedures, identify potential hazards, and contribute to ongoing safety reviews.
- Students: Learn and follow emergency instructions and respond appropriately to staff directions.
- Supply Staff, Volunteers and Visitors: Familiarize themselves with relevant emergency instructions and follow established school procedures.

Resources

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

Resources: TCDSB Threats to School Safety Response Procedures; TCDSB Emergency and Crisis Response Plan; TCDSB Fire Safety Plans and Drills procedures; TCDSB Health and Safety resources; School Emergency Response Plan; classroom emergency procedures and evacuation maps; staff meetings and Health and Safety agenda items; and guidance from Toronto Police Service and Toronto Fire Services, as appropriate.

Measurement of Progress

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

- Completion of emergency drills: Document and monitor completion of the required fire and lockdown drills in accordance with TCDSB procedures.
- Staff preparedness: Maintain staff meeting minutes and Health and Safety agenda documentation confirming that emergency procedures, roles, and responsibilities have been reviewed each term.
- Student preparedness: Observe student responses during drills to assess their understanding of instructions and ability to follow established procedures.
- Emergency communication: Confirm that supply staff, volunteers, and visitors receive relevant emergency instructions.
- Follow-up and improvement: Document concerns identified during drills and implement corrective actions to address gaps in emergency preparedness.