

Toronto Catholic District School Board

Dr. Brendan Browne

Chief Executive Officer

Adrian Della Mora

Chief Education Officer

Michael A. Caccamo

Superintendent of Education Safe Schools and Curriculum Leadership & Innovation

Catholic Education Centre

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







2026 - 2027

Safe Schools Plan





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











SCHOOL NAME	St. Paul Catholic School	PRINCIPAL:	Sousa Nicolau, Juliana
SUPERINTENDENT:	Flora Cifelli		
SCHOOL ADDRESS:	80 Sackville St Toronto ON M5A 3E5		
STUDENT ENROLMENT:	276		

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	**Sobol, Alyson**	**Student Rep**	**Yohannes, Selihom**
Teacher Rep	**D`Aguanno, Antonia**	**Community Rep**	**Angelina Dean**
Parent Rep	**Louise Meegan**		

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	**2026-11-12**	**2**	**2026-12-10**
3	**2027-03-08**	**4**	**2027-05-07**

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

1. Bullying Awareness, Intervention and Prevention Plan

Providing students with an opportunity to learn and develop in a safe and respectful society is a key goal of the TCDSB. Providing students with an opportunity to learn and develop in a safe and respectful environment supports academic achievement for all students, which in turn, helps them to reach their full potential. Research and experience show that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers and the entire school community. Schools that have bullying intervention and prevention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. PPM 144

School Vision	St Paul Catholic School strives to provide an environment that nourishes the whole student (Mentally, Spiritually and Physically). Each and every student and staff member should be able to work and learn in an environment that is free of harassment. The shared belief is that all are made equal and should feel welcomed and safe in school at all times.
Goal #1	Create a safe and inclusive school environment whereby all students fare educated in safety as well as feel comfortable reporting any type of bullying to a staff member.

Initiatives/Strategies/Practices

1. St. Paul's will continue to run initiatives in the school (TPS Open Gym, Knitting Club, 51 Division Knowledgekeeper visits, new partnerships) that promote positive non-instructional environments for the students.
2. Into Kids Health work with physical education teacher.
3. School will continue to work on EFT tapping to promote self-regulation skills use for children in times of dysregulation.
4. In consultation with staff, CSAC will begin to explore school yard equipment to engage students in positive play during unstructured time.
5. Taking on student placements for Nursing students with TMU and CYC students with George Brown College

Responsibility

- All staff, parents and students are responsible for providing a safe and welcoming environment.
- All staff, students and parents are responsible for alerting authorities when the well-being of another person is in jeopardy.

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

http://www.edu.gov.on.ca/eng/teachers/safeschools.html Safe Schools Ontario Ministry of Education

https://tcdsbcec.sharepoint.com/sites/SMMM/Lists/ManagementMatters/Attachments/1772/Safe%20Schools%20Family%20Newlsetter.pdf TCDSB Safe School Newsletter

http://www.edu.gov.on.ca/eng/teachers/bullyprevention/registry.html Ontario Ministry of Education Registry of Bullying Prevention Programs

http://www.safeatschool.ca/ Ontario Teacher's Federation

https://socialnetworkingsafety.net/

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

* students will demonstrate good and positive behaviour towards each other and authority figures
* staff will demonstrate good and positive behaviour towards each other
* parents will demonstrate good and positive behaviour towards all staff
* grade 1-8 survey of well-being and safety at school will determine if goals are met or if improvement is lagging
* student data from EQAO SEL questions for grades 3 & 6

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	St Paul Catholic School strives to provide an environment that nourishes the whole student (Mentally, Spiritually and Physically). Each and every student and staff member should be able to work and learn in an environment that is free of harassment. The shared belief is that all are made equal and should feel welcomed and safe in school at all times.
Goal #2	We are committed to taking on opportunities with 51 Division with their Knowledgekeeper to increase affinity spaces for student who self-identify as First Nations. Will also explore Safe Schools PD for Hacking School Discipline and look into opportunities through the Equity Department.

Initiatives/Strategies/Practices

1. Staff will be invited to engage in anti-racist resources and professional development offered through the Safe Schools Department.
2. Anti-bullying resources will be offered to staff members for their professional development and for delivering lessons.
3. All staff will review and sign off on the TCDSB workplace harassment policy.

Responsibility

Every teacher and support staff models and reinforces the concepts of anti-bullying and anti-racist awareness and intervenes where an imbalance of power is occurring. All complaints are investigated and dealt with.

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

http://www.edu.gov.on.ca/eng/teachers/safeschools.html Safe Schools Ontario Ministry of Education

http://www.edu.gov.on.ca/eng/teachers/bullyprevention/registry.html Ontario Ministry of Education Registry of Bullying Prevention Programs

https://sites.google.com/tcdsb.ca/equitydiversioninclusion The Ark website for the TCDSB Equity, Diversity and Indigenous Education

http://www.safeatschool.ca/ Ontario Teacher's Federation

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

Survey completed by students regarding their perceptions and feelings around safety at school specifically around bullying and racism (equity).
Decrease in Incident reports inputted by staff and principal
Increase in student interventions when incidents occur.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	St Paul Catholic School strives to provide an environment that nourishes the whole student (Mentally, Spiritually and Physically). Each and every student and staff member should be able to work and learn in an environment that is free of harassment. The shared belief is that all are made equal and should feel welcomed and safe in school at all times.
Goal #3	During staff PD sessions staff will engage meaningfully in all PD provided to promote a harrassment free school. The prinicipal and the staff will engage in the progressive discipline model to ensure students are accountable for their behaviour.

Initiatives/Strategies/Practices

1. At a staff meeting and when the opportunity arises, principal will review progressive discipline process and policy with staff members.
2. At a staff meeting and when the opportunity arises, principal will review with all staff the usefulness and serious nature of completing incident reports through the Progressive Discipline Safe Schools application.
3. Staff will use the SIEP goals in consideration of progressive discipline outcomes.

Responsibility

All staff members and principal are responsible to be proficient in progressive discipline process and policy.

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

Safe Schools web application on Intranet
Personnel at the TCDSB Safe School department
Appropriate and related in-services through PAL

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

Teachers and staff members will independently use the Safe Schools web application when needing to report an incident.
Incidents will be investigated and follow-through by administration will occur in a fair and consistent way.
Safe Schools department will be contacted and consulted with when in doubt.

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

Students in distress often experience difficulty in expressing their feelings and needs in those moments. As such, we will work as a community to establish a set of strategies to aide students in regulating their nervous systems in order to be able to better communicate and understand each other in times of distress.

Goal #1

Students will continue to use the strategy of breathing or tapping as a calming mechanism. They will then be able to better articulate their needs and feelings in times of distress. Staff will be receptive to the needs of the students in those moments. Progressive discipline will be calm, measured and timely.

Initiatives/Strategies/Practices

- students will be allowed the time and space to use strategies to calm down in a safe space before they are expected discuss any events or consequences
- school will work with EFT trained personnel to learn tapping strategies that can help students regulate their nervous systems
- timely progressive discipline will be implanted with appropriate contact with parent
- based on each situation opportunities for growth and reparations will be implemented utilizing any members of the school team (social work, etc.) as needed.
- Community partnerships (TPS, TPH, Covenant House) will be strengthened in order to take on a whole student approach to Progressive Discipline and mental health and well-being.

Responsibility

Staff and principal are responsible for progressive discipline and parents have a role to play as well.

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

PPM 144: BULLYING PREVENTION AND INTERVENTION
•PPM 120: REPORTING VIOLENT INCIDENTS TO THE MINISTRY OF EDUCATION
•PPM 128: THE PROVINCIAL CODE OF CONDUCT AND SCHOOL BOARD CODES OF CONDUCT
http://www.edu.gov.on.ca/eng/teachers/safeschools.html Safe Schools Ontario Ministry of Education

http://www.edu.gov.on.ca/eng/teachers/bullyprevention/registry.html Ontario Ministry of Education Registry of Bullying Prevention Programs

http://www.safeatschool.ca/ Ontario Teacher's Federation

SacredSpaceTO - Sabrin Bano

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

- Progressive discipline data
- Students responses to how they feel in their school environment
- Students are able to take responsibility for their actions and reflect on how they can repair damaged relationships

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	Students, parents and staff members must feel safe, comfortable and accepted.
Goal #1	To promote healthy and respectful relationships among all members of the school community.

Initiatives/Strategies/Practices

-students will be encouraged to be leaders and positive role models through leading school masses, reading buddies, First Aid Table and office duty.
-parents and community members will be encouraged to be actively engaged through specific invitations to events and calls to be part of the school community.
-students will be given opportunities to develop relationships that are free of racism, discrimination and harassment
-promote anti-racist behaviour and resources.
-ongoing and healthy communications between home and school, both formal and informal
-community partners will be invited to attend the Curriculum and Community Night at the end of September to meet with parents (TPH, TPS, Book Bank, Kiwanis Boys and Girls Club, EarlyON, TFS, Newcomer Women's Services, CultureLink Settlement Services)

Responsibility

All staff members, students and families are responsible.

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

*PPM 144: BULLYING PREVENTION AND INTERVENTION
*HM 14-Harassment and Discrimination in the Workplace policy
*HM 30-Complaint Against A Staff Member
http://www.edu.gov.on.ca/eng/teachers/safeschools.html Safe Schools Ontario Ministry of Education

http://www.edu.gov.on.ca/eng/teachers/bullyprevention/registry.html Ontario Ministry of Education Registry of Bullying Prevention Programs

http://www.safeatschool.ca/ Ontario Teacher's Federation

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

-decrease in incidents involving physical altercations, racism, and verbal aggression.
-students able to articulate the emotional and physical pain associated with violent and racist action and comments
-increase in student-lead interventions in the classroom and school yard
-increase in parent engagement through SBST, SBSLT, Parent-Teacher interviews

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	Students, parents and staff members must feel safe, comfortable and accepted.
Goal #SVP 1	To promote healthy and respectful relationships among all members of the school community.

Initiatives/Strategies/Practices

-ongoing school feedback forms through teachers

Responsibility

- results analyzed by Principal and teaching staff

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

- digital survey

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

- compare outcomes with SCCSC survey
- complete survey again at the end of the 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; one drill per term.

Initiatives/Strategies/Practices

1. Fire drills practiced 6 times over the course of the year.
2. Lock Down drills practiced 4 times over the course of the year.
3. Procedures reviewed at staff meetings.
4. Procedures reviewed by teachers with students.
5. Classrooms equipped with Emergency Folders

Responsibility

All staff members and students are responsible for successfully completing the drills.

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

Safe Schools TCDSB
Toronto Police Services
Toronto Fire Department

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

1. Lockdown drill is successful: quiet, windows covered, quick response, visitors turned away at door due to posted signs of drill.
2. Fire drill is successful: students and staff compete exit of building in 2 mins or less, orderly exit by all students and staff, class room doors left unlocked.
3. Second drill response is faster and better than first.
4. Students able to articulate the why's and how's of a successful drill.
5. Staff review procedures of both drills with students before each drill.