





2026 - 2027

Safe Schools Plan

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







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SCHOOL NAME	St. Rose of Lima Catholic School	PRINCIPAL:	McTernan, Conor
SUPERINTENDENT:	Ryan Peterson		
SCHOOL ADDRESS:	3220 Lawrence Ave E Toronto ON M1H 1A4		
STUDENT ENROLMENT:	392		

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	**Bachan, Natalia**	**Teacher Rep**	**Grossi, Jonathan**
Administrative Rep	**McTernan, Conor**	**Teacher Rep**	**Mazzaferro, Gabriella**
Teacher Rep	**Grande, Carlo**	**Teacher Rep**	**Tashi, Adriana**

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	**2026-04-30**	**2**	**2026-11-02**
3	**2026-11-26**	**4**	**2026-12-09**

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	We are dedicated to fostering a safe, inclusive, and Christ-centered environment where every student feels valued, respected, and empowered. We promote open dialogue on bullying prevention, clear behavioral expectations, digital safety, and accessible reporting. Through student leadership and timely restorative practices, we ensure a supportive community where all students thrive safely and confidently.
Goal #1	Build a safe and supportive school culture by educating all students on recognizing modern forms of bullying—including cyberbullying and digital safety—and empowering them with clear, accessible ways to report incidents and support their peers.

Initiatives/Strategies/Practices

AI & Digital Literacy Workshops: Introduce age-appropriate learning modules that address modern online challenges, including identifying deepfakes, AI-generated media, cyberbullying, and digital ethics.

Refreshed Bullying Awareness Week (Nov 2026): Student-led interactive campaigns, short classroom videos, and morning PA announcements focused on peer conflict vs. bullying.

Whole-School Solidarity Events: Host annual community-building events like Pink Shirt Day and school-wide participation in Bullying Awareness Week to promote kindness, empathy, and belonging

Up-to-Date Internet Safety Presentations: Partner with digital safety experts (such as Paul Davis) to deliver tailored, current sessions for Juniors (Grades 4–6), Intermediates (Grades 7–8), and Parents covering screen time, app safety, and online responsibility.

Responsibility

Principal, Vice Principal, Teachers, Support staff, Parents, Students.

Parents are encouraged to be active partners in the education of their children. Communication between home and school is essential to ensure students success.

Students will be more engaged in a variety of leadership activities to develop leaderships skills and contribute to the school community in a positive way.

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

TPS, Guidance department, Internet & Board resources, School Social Worker

Guest speakers, for school and parent presentations. Child and Youth worker, school social worker, guidance and psychology department.

School Board resources on Virtues of the Month.

School and board wide resources with regards to safe schools, progressive discipline, and anti bullying workshops.

Guidance and Social Work

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

Fewer incidents of bullying brought to the attention of the school.

Decrease in behavioural incidents/suspensions.

Student leadership positions are filled by a diverse group representative of the school population.

Classrooms are inviting and respectful for students, parents and community members.

The students see themselves as valued members of the school community and take pride in representing their school.

Evidence of students advocating on behalf of each other.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	We are dedicated to fostering a safe, inclusive, and Christ-centered environment where every student feels valued, respected, and empowered. We promote open dialogue on bullying prevention, clear behavioral expectations, digital safety, and accessible reporting. Through student leadership and timely restorative practices, we ensure a supportive community where all students thrive safely and confidently.
Goal #2	Foster a nurturing school climate by helping primary students recognize kindness, identify safe and unsafe behaviors (including peer conflict vs. mean behavior), and build confidence in seeking help from trusted adults.

Initiatives/Strategies/Practices

Interactive Storytelling & Read-Alouds: Utilize age-appropriate picture books and social-emotional learning (SEL) stories during class to teach empathy, inclusion, sharing, and standard vs. hurtful behaviors.

"Trusted Adults" Safety Mapping: Help younger students identify their network of trusted adults at school (teachers, educational assistants, principal, lunch supervisors) so they know exactly who to approach when feeling unsafe or upset.

School-Wide Kindness Initiatives: Participate in engaging events like Pink Shirt Day and a Kindness Walk/Assembly where primary students celebrate friendship and positive social choices.

Role-Playing & Peer Conflict Resolution: Conduct guided circle times to practice simple phrases and strategies for standing up for oneself and reporting incidents promptly.

Responsibility

Principal, Vice Principal, Psychologist, all staff, parents

Parents are encouraged to be active partners in the education of their children.

Communication between home and school is essential to ensure students success and the use of newsletters and student Agenda allows for communication.

Students are re-engaging in a variety of leadership activities to develop leaderships skills and contribute to the school community in a positive way.

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

Guest speakers, for school and parent presentations.

School social worker, guidance and psychology department.

School Board Resources on the Virtue of the Month

School and board wide resources with regards to safe schools, progressive discipline, and anti bullying workshops.

Safe Schools Team in-service on safe schools issues regarding anti bullying.

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

Ongoing feedback from staff, students, and parents.

Fewer incidents of bullying and improper web etiquette brought to the attention of the school.

Decrease in behavioural incidents/suspensions.

Student leadership positions are filled by a diverse group representative of the school population.

The classroom is inviting and respectful for students, parents and community members.

The students see themselves as valued members of the school community and take pride in representing their school.

Evidence of students advocating on behalf of each other.

School Vision	We are dedicated to fostering a safe, inclusive, and Christ-centered environment where every student feels valued, respected, and empowered. We promote open dialogue on bullying prevention, clear behavioral expectations, digital safety, and accessible reporting. Through student leadership and timely restorative practices, we ensure a supportive community where all students thrive safely and confidently.
Goal #3	Foster a warm, inclusive, and welcoming school climate where every student, staff member, and family feels a strong sense of belonging, safety, and representation across all aspects of school life.

Initiatives/Strategies/Practices

Diverse & Representative Social-Emotional Learning: Integrate inclusive literature, resources, and guest speakers that reflect diverse backgrounds, abilities, and perspectives into daily classroom learning.

School-Wide Inclusive Events: Organize interactive cultural, community-building, and solidarity days (e.g., Unity Days, Welcome Ceremonies, Multi-Cultural Fairs) that celebrate every student's unique identity.

Inclusive Physical & Social Spaces: Designate accessible, welcoming spaces within the school—such as student-led inclusion benches or designated quiet/calming areas—where students can connect and build positive peer relationships.

Student Voice & Leadership: Establish inclusive student leadership groups or ambassador teams to give students an active role in planning climate-building activities and sharing peer perspectives with administration.

Responsibility

Teachers, Vice Principal, Principal, Support Staff, Guidance Counsellor

Parents are encouraged to be active partners in the education of their children. Communication between home and school is essential to ensure students success.

Students are engaged in a variety of leadership activities to develop leaderships skills and contribute to the school community in a positive way.

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

Guest speaker, for school and parent presentations.

Police services school liaison officer if still working with schools

School social worker, guidance and psychology department.

School and board wide resources with regards to student leadership opportunities, safe schools, progressive discipline, and anti bullying.

Classroom/school/parent resources.

TPH

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

Greater student participation in leadership initiatives

Ongoing feedback from staff, students, and parents

Student leadership positions are filled by a diverse group representative of the school population

The classroom is inviting and respectful for students, parents and community members

The students see themselves as valued members of the school community and take pride in representing their school

Evidence of students advocating on behalf of each other

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. Rose of Lima Catholic School, our vision for Progressive Discipline is rooted in Catholic values of mercy, justice, and reconciliation. We maintain a safe, inclusive environment by addressing student behavior through educational, proactive, and restorative practices. Through clear expectations and strong home-school partnerships, we empower students to learn from mistakes, repair relationships, and make positive choices.
Goal #1	Enhance the school's Progressive Discipline model by implementing proactive, restorative, and educational practices that empower staff, students, and families to address inappropriate behavior constructively, promote accountability, and sustain a safe and healthy learning climate.

Initiatives/Strategies/Practices

School-Wide Alignment & Communication: Clearly communicate the school's Progressive Discipline framework and Catholic behavioral expectations to staff, students, and parents at the start of the school year via newsletters, CSPC meetings, and student assemblies.

Digital Citizenship & Etiquette Instruction: Integrate explicit lessons on digital etiquette, respectful online communication, and responsible device use to prevent digital misconduct before it escalates.

Restorative Circles & Mediation: Utilize structured restorative dialogues, reflection guides, and peace-making circles following incidents to help students understand the impact of their actions, repair relationships, and re-integrate positively into the classroom.

Individualized Support & Mitigating Considerations: Ensure staff apply sound professional judgment when utilizing the Progressive Discipline platform, carefully considering Individual Education Plans (IEPs), mitigating circumstances, and student developmental needs.

Responsibility

Principal, Vice Principal, Psychologist, all staff, parents
- Parents are encouraged to be active partners in the education of their children
- Communication between home and school is essential to ensure students success and the use of newsletters allow for communication.
- Students are engaged in a variety of leadership activities to develop leaderships skills and contribute to the school community in a positive way.

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

PD supporting the new Occupational Health and Safety Reporting System (OHSRS - Cority and MyCority) platform

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

Staff beginning to adopt new Reporting system
Decrease in behavioural incidents/suspensions.
Evidence of students advocating on behalf of each other.
Student Voice Survey (grade 4 through 8)
Reduced number of progressive discipline forms filled out (due to new platform being rolled out)

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At St. Rose of Lima Catholic School, our vision for Progressive Discipline is rooted in Catholic values of mercy, justice, and reconciliation. We maintain a safe, inclusive environment by addressing student behavior through educational, proactive, and restorative practices. Through clear expectations and strong home-school partnerships, we empower students to learn from mistakes, repair relationships, and make positive choices.
Goal #2	Strengthen home-school partnerships by maintaining proactive, transparent communication with families and actively engaging parents as collaborative partners in the Progressive Discipline process to support student accountability, growth, and positive behavior.

Initiatives/Strategies/Practices

Proactive & Timely Outreach: Contact parents early when behavioral concerns arise to discuss observed behaviors, underlying causes, and joint support strategies before issues escalate.

Collaborative Support Plans: Involve parents directly in co-designing behavioral reflection strategies, restorative agreements, and home-school follow-up plans to ensure consistent expectations across both settings.

Educational Workshops & Resources: Share clear information and guides regarding the school's Progressive Discipline model and restorative practices through school newsletters, CSPC meetings, and parent information nights.

Inclusive & Accessible Communication: Utilize multi-channel communication tools (phone, email, digital platforms) and provide translated materials where needed to ensure all families can actively participate.

Responsibility

Principal, Vice Principal, Teachers, Support staff, Parents

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

School social worker, guidance and psychology department.

School and board wide resources with regards to safe schools, progressive discipline, and anti bullying workshops (Safe Schools Symposium).

Safe Schools Team.

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

Parents and students are aware of and understand the Progressive Discipline Model.
Ongoing feedback from staff, students, and parents.
Staff, Student, and parent responses to anti bullying presentations.
Decrease in behavioural incidents/suspensions.

School Vision	At St. Rose of Lima Catholic School, our vision for Progressive Discipline is rooted in Catholic values of mercy, justice, and reconciliation. We maintain a safe, inclusive environment by addressing student behavior through educational, proactive, and restorative practices. Through clear expectations and strong home-school partnerships, we empower students to learn from mistakes, repair relationships, and make positive choices.
Goal #3	Establish a proactive, school-wide framework of prevention measures and supportive interventions—including interactive presentations and curriculum-integrated values of belonging—to correct behavior early, foster inclusivity, and eliminate bullying.

Initiatives/Strategies/Practices

Curriculum-Embedded Values: Integrate core values of empathy, inclusion, and belonging into daily classroom instruction across subject areas to promote a positive social-emotional foundation.

School-Wide Presentations & Assemblies: Host age-appropriate student presentations and assemblies focused on anti-bullying awareness, digital citizenship, and peer support.

Proactive & Restorative Student Support: Implement early intervention strategies and restorative conversations to help students reflect on and correct behaviors before formal disciplinary measures are required.

Student-Led Belonging Initiatives: Encourage peer-to-peer mentoring and student-led campaigns that celebrate diversity, build community, and reinforce safe school norms.

Responsibility

Teachers, Vice Principal, Principal, Support Staff, Guidance Counsellor
Parents are encouraged to be active partners in the education of their children. Communication between home and school is essential to ensure students success.
Students are engaged in a variety of leadership activities to develop leaderships skills and contribute to the school community in a positive way.
Intermediate Student Leadership Team
Toronto Public Health School Liaison Nurse

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

Guest speakers, for school and parent presentations.
School social worker, guidance and psychology department.
School and board wide resources with regards to safe schools, progressive discipline, and anti bullying workshops.
Progressive Discipline & Safe Schools Team in-service on safe schools issues regarding conflict-resolution.
Intermediate Student Leadership Team attend in-services / workshops at I-Lite (Intermediate Leadership In Training Event)

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

There will be a reduction in the use of negative conflict-resolution strategies (i.e. strategies that make the problem bigger).
Parents and students are aware of and understand the Progressive Discipline Model.
Ongoing feedback from staff, students, and parents.
Staff, Student, and parent responses to anti bullying presentations.
Fewer incidents of cyber-bullying and improper web etiquette brought to the attention of the school.
Decrease in behavioural incidents/suspensions.
A diverse group representative of the school population fills student leadership positions.
The classroom is inviting and respectful for students, parents and community members.
The students see themselves as valued members of the school community and take pride in representing their school.
Evidence of students advocating on behalf of each other.
Student surveys

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. Rose of Lima, staff, students, and families partner to cultivate a safe, accountable school environment through proactive progressive discipline. Guided by clear expectations, mutual respect, and intentional support, we help students learn from their choices and repair relationships. Inspired by Christ's call to love and compassion, we uphold values of belonging and respect across our entire school community.
Goal #1	Nurture a positive, Christ-centered school climate rooted in Gospel values—where kindness, compassion, and mutual respect guide daily interactions, ensuring that every student, staff member, and family feels welcomed, valued, and safe as a cherished child of God.

Initiatives/Strategies/Practices

Faith-Informed Virtues Program: Embed monthly Catholic Virtues and Catholic Social Teaching into daily morning reflections, religion classes, and monthly virtue assemblies to encourage empathy and moral leadership.

Service & Kindness Projects: Organize school-wide social justice and community outreach initiatives (such as food drives and peer-support activities) that put faith into action and foster a strong sense of communal responsibility.

Restorative & Compassionate Dialogue: Use Catholic values of forgiveness, reconciliation, and mercy to guide daily conflict resolution, helping students repair relationships and grow emotionally and spiritually.

Community & Family Faith Integration: Host school Masses, liturgy celebrations, and family engagement events in partnership with the local parish to strengthen connection and community belonging.

Responsibility

Teachers, Support staff, Principal, Vice Principal, Parents, Volunteers, Bus Drivers, Outside agencies, Public Health Nurse

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

Classroom and school resources
Board updates and information
School social worker, guidance and psychology department.
School and board-wide resources with regards to safe schools, progressive discipline, and anti bullying workshops.

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

-anecdotal
-Safe and caring Schools Climate Survey results- Grade 6 and 8
-Safe Schools Incident Reports (reduced incidents of bullying behaviour)

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	At St. Rose of Lima, staff, students, and families partner to cultivate a safe, accountable school environment through proactive progressive discipline. Guided by clear expectations, mutual respect, and intentional support, we help students learn from their choices and repair relationships. Inspired by Christ's call to love and compassion, we uphold values of belonging and respect across our entire school community.
Goal #2	Cultivate a supportive and joyful school environment where every student, staff member, and family feels physically and emotionally safe, valued for their unique God-given gifts, and genuinely celebrated across all aspects of school life.

Initiatives/Strategies/Practices

Joyful & Inclusive Assemblies: Host regular school-wide celebrations and virtue assemblies to recognize diverse student achievements, act of kindness, academic efforts, and personal growth.

School-Wide Welcoming Practices: Implement daily greeting routines at the doors, positive morning announcements, and designated quiet/calming areas to ensure every student starts their day feeling secure and acknowledged.

Safe & Mindful Spaces: Designate "Inclusion Benches" on the playground and sensory-friendly/calm-down areas within classrooms to support emotional regulation and peer inclusion.

Student-Led Community Building: Empower student leaders and peer ambassadors to organize school spirit days, talent showcases, and cultural recognition events that highlight every student's individual talents and identity.

Responsibility

Administration, whole school staff, parents/guardians

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

Resources from Guidance and Social work
Internet and Board services and resources
Class room discussions

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

- Eco award
- Active participation in sports and extra curricular activities well subscribed
- Safe Schools survey
- TPIT survey results

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	The staff, students and parents at St-Rose of Lima are committed to building and sustaining a positive school climate for all students. Through modeling and teaching collaboratively, we actively work on building strong, positive relationships between staff, students, and parents that are based on mutual acceptance and inclusion. As Catholics, we are reminded to love one another as Jesus loves us and to treat others as we would want to be treated.
Goal **#SVP 1**	Students will have opportunities to lead and set direction of school and social justice initiatives when COVID protocols allow. Students will develop their leadership skills through the development of Virtue assemblies for the whole student body.

Initiatives/Strategies/Practices

student-led social justice initiatives

student-led virtue assemblies

Responsibility

administration
Teacher leaders
student leaders

Resources

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

Board and school resources

Measurement of Progress

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

anecdotal
safe and caring survey

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

Fire drills - 3 in the fall & 3 in the spring

Emergency Response Plan Drills

Fire Drill Procedures and Emergency Response Procedures posted in every classroom

Responsibility

- Safe School Action Team
- Principal
- Vice Principal
- Police partners

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

- TCDSB Threats to School Safety Response Proceedures
- Police Partner Schools Action Team Website

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

- Positive assessment of lockdown drills (i.e. students are 'silent and serious')
- Emergency Procedure poster visible in each classroom