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

SCHOOL NAME: St. James Catholic School
SUPERINTENDENT: John Wujek
SCHOOL ADDRESS: 230 Humbercrest Blvd Toronto ON M6S 4L3
STUDENT ENROLMENT: 185

PRINCIPAL: Saragosa, Joanne
TRUSTEE: Barbara Poplawski
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 School Plan.

SAFE AND ACCEPTING SCHOOLS TEAM

<table>
<thead>
<tr>
<th>Administrative Rep</th>
<th>Support Staff Rep</th>
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<tbody>
<tr>
<td>Saragosa, Joanne</td>
<td>Ludmila Figiel</td>
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<tr>
<td>Teacher Rep</td>
<td>Parent Rep</td>
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<tr>
<td>Helen James</td>
<td>Lisa Cellucci</td>
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<tr>
<td>Teacher Rep</td>
<td>Community Rep</td>
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<tr>
<td>Thomas Barber</td>
<td>PC Janet Abramovitz</td>
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<td>Support Staff Rep</td>
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<tr>
<td>Cristal Wallage Social Worker</td>
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SAFE SCHOOL PLAN
All schools are required to develop and implement school-wide plans to help create a safe, caring and inclusive learning environment. Each Safe School 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 2017-2018

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</table>
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
Safe School Plan

**School Vision**
St. James School is a safe, inclusive, and healthy learning and teaching environment that supports academic achievement and emotional well being for all students.

**Goal #1**
To increase the knowledge and awareness of bullying behaviours for staff, students and parents community.

**Initiatives/Strategies/Practices**

All stakeholders have an understanding of the definition of what bullying is under Bill 13, Accepting School Act (2012) and under the TCDSB Policy Register S.S.11., page 3.

Definition of Bullying:
Bullying: Aggressive and typically repeated behaviour (physical, verbal, electronic, written or other means) by a student where,

(a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,

i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
ii. creating a negative environment at a school for another individual, and

(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Cyber-bullying: This is a form of bullying that occurs through the use of technology, including the use of a computer, cellular phone or other electronic devices, using instant/text messaging, social networks, e-mail, web sites or any other electronic activities, and involves:

(a) creating a web page or blog in which the creator assumes the identity of another person;
(b) impersonating another person as the author of content or messages posted on the internet; and
(c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Other Strategies:

To celebrate Bullying Awareness and Prevention week in Canada November 19 - November 25, 2017.

Revisit the Surf right Policy and make students aware of the serious nature of cyber bullying and internet safety. Send home surf right contract. Teachers collect signed contracts. Develop an internet protocol for the school. Students are aware of Internet protocol. Incidents of inappropriate internet use decrease and are eliminated. There is no unstructured computer use. There is a focus of anti bullying programs on cyber bullying.
Safe School Plan

Responsibility
Teacher, Principal
Classroom teacher will go over the definition of bullying with their students.
Students will be aware of our Bullying Awareness and Intervention Plan with the assistance of their classroom teachers, guidance counsellor, social worker and administration.
Parents will have updates in our monthly newsletter.
Students from the Safe School Team will host an assembly on Nov. 3, 2016 at 1:00 PM for all the students in the school and discuss bullying behaviours and the effect it has on others. We will also identify all anaphylactic and asthmatic students.

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

- Teachers to use the resources for Bullying Awareness and Prevention week in their classrooms.
- Announcements focusing on Bullying Awareness.
- Our librarian will set aside books focusing on anti-bullying and awareness
- Use the Anti-Bullying kit that is located in our school library.
- Invite guest speakers to discuss the effects on bullying.
- Connect the thinking and application focus from the SLIP, to problem solving in social setting when supporting students in resolving conflicts.

Board-wide Resources

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

- On-going from Oct. 2017-June 2018
- Less incidents of bullying and inappropriate behaviour reported.
- More confidence and leadership skills evident in older students.
- Less Suspensions due to bullying
- The June 2017 School Climate survey will indicate that the students feel safer at school and that they are reporting more on incidences and will not feel 8hat they are snitching.
## School Vision

St. James School is a safe, inclusive, and healthy learning and teaching environment that supports academic achievement and emotional well-being for all students.

## Goal #2

To increase student inclusion at all grade levels through a variety of events and initiatives that create a culture of safety.

## Initiatives/Strategies/Practices

### Playground Activity Leaders in the School

Students in grades 5-8 will continue the PALS program during lunch recess, whereby they will lead students in grades 1 - 3 in games. Three main goals of the PALS program are: to encourage students to be physically active by playing games during recess, to prevent bullying from happening within our school and to give children the opportunity to become leaders on the playground. PALS leaders will be trained by our Special Education teacher Ms. Demonte-Bahr. They will meet regularly to learn new games and discuss leadership and conflict resolution strategies.

### Christian Leadership

In place of the student council a Christian Leadership Club will be formed under the direction of the intermediate teachers. This club will offer assemblies and initiatives to encourage the students to be active participants in Christian outreach.

### Bucket Filling

In a new twist on the Golden Rule, Bucket Filling explains that we all carry an invisible bucket in which we keep our good thoughts and feelings. When our buckets are full, we are happy; when they are empty, we are sad. It's important to know that we can fill our own bucket and so can others. We can also dip into it. "Bucket fillers" are those who help without being asked, give hugs and compliments, and generally spread their love and good feelings to others. The simple metaphor of a bucket helps even preschoolers understand the importance of consideration and love, particularly towards those who bully. People who "dip" into our bucket often rob us of happy feelings by refusing to help with a task or by saying or doing cruel things. The challenge of "bullying" or "bucket dipping" usually rears its ugly head in the first few weeks of school and is often contagious. We want to address this issue at the onset of the new school year.

### Me to We

WE is a movement that believes when we come together we can create an even better world. Students work with resources to help create a positive social change in our community and around the world.

## Responsibility

Principal
Classroom Teachers
Ms. Demonte-Bahr
Mr. Servello
Nicole Domondon - Ryerson University Student Nurse
## Resources
The following resources will be utilized to support these initiatives/strategies/practices:

- Teacher and student written pledge
- Ms. Demonte-Bahr will be running orientation sessions and will be helping with games for the PALS program.
- The Christian Leadership Club will be organizing fund raising activities to build an awareness and sensitivity to world poverty and hunger.
- Bucket Filling Books and Resources

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

All of our grade 6&8 students do an electronic Safe School Climate Survey every year and the results are in the Data Integration Platform that all teachers have access to. The results may be compared every year. We have made gains in the results from 2016 - 2017. The scores indicate that incidents of bullying have gone down and the gap in reporting incidents of bullying has gone up to at least 50%. 90% of our Gr. 6 & 8 students believe that our school tries to help in bullying incidences. There is a lot of name calling and inappropriate comments said verbally to many of our students and this has decreased. Modelling appropriate responses is most effective and giving guided responses to anger is helpful. Our measurement of progress will be in the following year's Safe School Climate Survey.
School Vision
St. James School is a safe, inclusive, and healthy learning and teaching environment that supports academic achievement and emotional well being for all students.

Goal #3
To ensure that all students are aware of the range of consequences that can be imposed under a Progressive Discipline Approach.

Initiatives/Strategies/Practices

- Each teacher will become familiar with the Progressive Discipline reporting form and demonstrate it to their students at a grade appropriate level.
- Teachers will discuss the consequences of the Progressive Discipline including suspensions and expulsions under section 306 and 310 of the Education Act.
- Teachers will increase the understanding of the social and emotional impact of bullying behaviour in the intermediate students through novel study, research projects and through the Sacrament of Confirmation discussions.
- Students will build their capacity to become upstanders and not bystanders when they encounter bullying behavior.

Responsibility

Classroom Teacher
Support Staff - Special Education teachers, librarian, guidance counselor, social worker, Safe School Team
Lunch Time Supervisors
Students to take ownership of their involvement when an incident occurs.

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

- School Code of Conduct in the school agenda
- PALS Program
- Novels and Picture Books on anti bullying behaviour
- Anti-Bullying Kit
Measurement of Progress

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

- Less incident reports filed by teachers and less suspensions
- Students feel more comfortable in reporting bullying incidences. A culture of empathy permeates the school.
- Annual School survey results for gr. 6 & 8 students will demonstrate that a higher percentage of students feel safe at school. There is a network of supports for both the victims and bystanders.
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.
| School Vision | St. James School utilizes a continuum of interventions, supports, and consequences that foster a safe, caring, and nurturing learning environment by all stakeholders. Our School Code of Conduct helps all community members to understand the ways in which a positive and empathetic school climate is developed. |
| Goal | #1 | To build staff competency in utilizing a range of developmentally appropriate interventions and consequences. |
| Initiatives/Strategies/Practices |
- To ensure that all interventions for students with special education needs are consistent with the expectations listed in the IEP.

- To promote the use of the Safe Schools Progressive Discipline Incident Log to document incidents and interventions/consequences related to student behaviour.

- To encourage teacher participation in Safe Schools professional learning modules related to student behaviour and progressive discipline.

Introduce the School Code of Conduct by outlining the steps in progressive discipline 1. Prevention Measures and Initiatives 2. Early and Ongoing Intervention Strategies 3. Strategies to Address Inappropriate Behaviour

-Gospel Reading in daily announcements

- Introduce Resolution Conference and Mediation Circles as necessary

The RCMC Program is founded upon our Catholic teachings and Gospel values of inclusion, reconciliation and redemption.

Resolution Conference and Mediation Circles (RCMC) is a practice based on community justice principles and is an approach supported by the TCDSB Safe Schools Department. Principals and/or designates can access facilitators and co-facilitators to help support formal restorative circles within their school communities.

Resolution Conference Mediation Circles can be used as an intervention within the Progressive Discipline continuum. It can be an adjunct to traditional forms of discipline in response to inappropriate behaviour. A circle could be facilitated during or after a suspension and/or expulsion process, or with any incident requiring a conciliatory response. This process brings together all those who have been affected by the incident in question and provides an opportunity for healing and reconciliation.

The following are some beneficial outcomes of the RCMC process:

Individuals involved:

- Have an opportunity to review the facts, express how they feel about the inappropriate actions and have a say in how the harm should be repaired,
- Make amends for their actions,
- Receive support from family and friends, and
- Gain healing and closure.

The Program:

- Is intended to assist individuals in becoming aware of the impact and consequences of their behaviour,
- Teaches individuals to accept responsibility for their behaviour and
- Deters youth from engaging in future inappropriate behaviour.
- Principal
- All teaching and non-teaching Staff
- Safe School Team
- RCMC facilitators

Resources

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

- School Resources
- Progressive Discipline Safe Schools Framework
- Guidance Counsellor
- Social Worker
- Incident Reporting form
- TCDSB Safe School Team
- Anti Bullying Kit

Measurement of Progress

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

- Climate surveys before and after implementation.
- Evidence throughout the year. Daily conflicts are reduced.
  - Less reflection papers issued.
  - Less incident reports filed.
  - Less suspensions
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 School 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

In a school community formed by Catholic beliefs and traditions, our Mission is to educate students to their full potential by providing,
- a safe and welcoming learning environment that is an example of Christian community
- role models of Gospel Values and Catholic doctrines, teachings and beliefs
- integration of Catholic, Christian beliefs into the total learning experience
- leadership in the shared responsibility for education that exists among schools, students, families, parishes

Goal #1

To foster individual and collective acts of service that actualize Gospel values

Initiatives/Strategies/Practices

- St. James School will focus on the monthly virtues. The monthly virtues will be displayed on the school announcement board, the monthly newsletter, and will be referred to in the daily announcements. Bulletin Boards will depict the virtues of the month with corresponding references from scripture.
- Each classroom will have a Prayer table incorporating the primary symbol of each religious Education Program and the correct colored tablecloth of the liturgical season.
- Each student will lead a prayer or gospel reading over the PA during the 2017-2018 school year; teachers will end each day with a class prayer and blessing.
- In place of the student council a Christian Leadership Club will be formed under the direction of the intermediate teachers. This club will offer initiatives to encourage the students to be active participants in Christian outreach.
- There will be a variety of charitable projects going on in school during the school year.

Responsibility

Principal
Teachers
Ms. Demonte Bahr

Resources

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

TCDSB Religious Education and Family Life Resources
Measurement of Progress

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

We will observe classroom, yard and bus behaviour.

Observe responses at Mass.

We will refer to existing data such as attendance, disciplinary referrals, suspensions, incidents of bullying or harassment as reported to teacher and referred to the guidance teacher and Principal.

These measures are used to look at changes before and after an intervention.

Implement a school climate survey- an informal assessment of student’s attitudes, beliefs, knowledge and experience. 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.
TORONTO CATHOLIC DISTRICT SCHOOL
Safe School Plan

School Vision
St. James School promotes a positive school climate where all members of our school community feel safe, comfortable and accepted.

Goal #SVP 1
In discussion with our students and examining the 2015-2016 Safe School Climate Survey our students feel there needs to be improvement in
1. verbal bullying. name calling, teasing, joking
2. students have to report incidents of bullying behavior to an adult
3. students have to be an upstander and not a bystander
In addition to the climate survey all classes from JK - grade 8 were invited to discuss their concerns on student safety.

Initiatives/Strategies/Practices
Teachers to access our Bullying Awareness Toolkit with valuable lesson plans.
Build a culture of empathy through fiction novel studies with the help of our librarian Ms. Lopes-Martin.
Encourage staff to participate in Safe Schools professional learning opportunities that provide resources in formative consequences rather than punitive consequences.
Model appropriate behavior when dealing with inappropriate comments.
All staff informed to take all bullying reporting seriously on and off the playground.
A whole school approach to progressive discipline is in place.
The entire school from JK-Gr. 8, incorporate the 3 steps for conflict resolution.
1. Stop
2. I feel __________(angry, hurt, embarrassed) when you do that.
3. If you don't stop I'll tell a teacher.

Posters of the 3 steps are posted throughout the school yard.
Christian Leadership Club initiatives - Intermediate students are role models on how to be an active citizens that help other less fortunate children around the world.

Paint a line with spray paint between the primary and junior/intermediate line.
All staff members to model respectful behavior and use a calm and firm tone when reprimanding a student(s).

Responsibility
Principal
Teachers
Support staff
Social Worker
Guidance Counselor
Secretary
Lunchtime Supervisors
# Safe School Plan

## Resources

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

- Bullying Awareness Toolkit
- Virtues of the Month
- Daily Gospel Readings
- Public Health Nurse
- Community liaison partner, Officer Janet Abramovitz

## Measurement of Progress

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

- On-going from Sept. 2016 - June 2017
- Results of the school climate survey for 2016-2017
- Students demonstrate an overall improvement in positive behaviour(s)
- Students demonstrate an increase in self-esteem and self-image
- Observe an increase in student engagement through safe, healthy, and inclusive recess
- Observe Junior and Intermediate students in leadership roles
- Courteous dialogue between students
- Improved self regulation skills for anger management
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**

- distribute one Emergency Procedure Poster per classroom
- review Emergency Procedures before a full Lockdown Drill
- practise a Lockdown Drill X4 per year
- there will be a lockdown/evacuation during lunch recess
- place Emergency Lockdown Procedures in Teacher's supply plan
- extra keys made for supply teachers
- all staff given evacuation plan with phone numbers
- classroom doors to remain in lock mode all day
- students will visit the washroom in pairs

**Responsibility**

- Safe School Action Team
- Principal
- Teachers
## Resources
The following resources will be utilized to support these initiatives/strategies/practices:

- TCDSB Threats to School Safety Response Procedures
  Officer Janet Abramovitz, community liaison partner
  Fire Department

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

- Positive Assessment of Lockdown Drill
- Emergency Procedure Poster is visible in each classroom
- All students and teachers are familiar and follow emergency lockdown procedures