



## School Safe and Accepting Schools Plan

St. Mary Catholic Learning Centre

2023-2027

Priority Area	Goals	Key Activities	Indicators of Progress
<b>BELONGING</b>	Incorporate principles of equity and inclusive education into all aspects of school policies, programs, procedures, and practices.	Promote activities that recognize and celebrate differences and unique talents of students. Develop a school culture that authentically reflects the diversity of all community members. <b>Ensure that principles of equity and inclusive education permeate School Improvement Plans</b>	Safe school policies and procedures are applied consistently, fairly and with a bias-aware lens. <b>There are obvious and visible representations of the diversity of students and staff in the classroom curriculum and greater school curriculum.</b>
<b>TEACHING AND LEARNING</b>	Promote and provide resources/materials necessary to be sure ALL students feel welcome, accepted, and experience a sense of belonging to the school community.	Culturally responsive resources/activities will be shared with schools to promote safe and caring classrooms and align with the Board's Religious Education and Family Life Program, Ontario Catholic School Graduate Expectations and the Board's Equity and Inclusive Education Policy. Continue to promote and provide resources for use in classrooms to promote safe, inclusive, and caring learning environments (i.e., Indigenous Education resources, Supporting Minds document, Special Education resources, Self Reg, Trauma informed etc.). Teachers will be encouraged to utilize the Faith and Wellness resource housed within the School Mental Health Action Kit MH LIT: Student Mental Health in Action - School Mental Health Ontario (smho-smso.ca)	Schools will audit current resources and ensure appropriate evidence-based resources are available to staff. Evidence of the Faith and Wellness resource as well as the Board's Self-Reg/trauma-informed/ mental health practices and approaches in everyday classroom practices. Students will demonstrate enhanced knowledge about mental health, coping strategies, resilience and know how to access support for themselves and their peers. <b>Representation and perspectives from equity seeking groups and Indigenous communities are included in safe and accepting schools planning.</b>



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		Provide opportunities for student leadership, collaboration and voice in selection of resources.	
WELLNESS	Ensure potentially high-risk behaviour of students is properly assessed and supported.	Collaborate with community partners to review and update the Board's Community Violence Threat Risk Assessment Protocol.	<p>The district will see a reduction in violent incidents.</p> <p>Staff, students, and caregivers will know how to access a clear pathway to care. Families will feel supported and have increased knowledge with regards to suicide prevention.</p>