



BRANT HALDIMAND NORFOLK
Catholic District School Board



Our Lady of Providence Catholic School Safe and Accepting Schools Plan 2024-2026

positive school climate and a safe learning and teaching environment are essential for students to succeed in school. This means that everyone feels they are safe, welcome, and respected.

“Pilgrims of Hope”



2024-2026

PRIORITY: BELONGING		
Goals	Key Activities	Indicators of Progress
Members of our St. Theresa Catholic Learning Community will live out Gospel Values and Catholic Social Teachings to foster peaceful, safe, and accepting school cultures.	<p>This Safe and Accepting School Plan will be reviewed annually and shared with the larger community.</p> <p>Articulation of clear expectations for the community through the annual review and communication of the St. Theresa School Code of Conduct, as well as related safe and inclusive schools’ policies and procedures.</p> <p>Students and staff will participate in regular virtual liturgies and classroom liturgies, with a focus on the Sunday Gospel. Students and staff will participate in monthly liturgies focusing on Gospel messages and our Board theme “We are Called to Love”.</p> <p>Students and staff will participate in monthly classroom meetings and school-wide announcements, with a focus on our Board theme “We are Called to Love”. Principal and teachers will acknowledge student examples of actively living their faith as Joyful Disciples of Christ.</p> <p>Through the leadership of our Student Parliament, students and staff will assist in raising money/resources for those in need within our school, community and globally.</p>	<p>Staff, parents, and students will be knowledgeable about the District and School Code of Conduct and respect/follow the expectations set out.</p> <p>The School Code of Conduct will be communicated to all members of the school community (e.g., School Website, Newsletter, School Advisory Council).</p> <p>Students will have a deeper understanding of the Gospel message and how it can be connected to their lives today which will be demonstrated by their responses during regular classroom discussions.</p> <p>Students will be recognized at monthly celebrations for their efforts to carry out the actions and words of Christ.</p> <p>Students will be acknowledged on the <i>Wall of Fame</i> for living out the St. Theresa Big 3 commitments (be kind, be respectful, use hands of Christ).</p> <p>Staff, students, and school families will become actively involved in supporting those in need throughout the school year (e.g., food drives, spirit wear days for SSVP, etc.) and proceeds will have been donated as designated.</p>



PRIORITY: TEACHING AND LEARNING

Goals	Key Activities	Indicators of Progress
Promote and provide resources/materials necessary to be sure ALL students feel welcome, accepted, and experience a sense of belonging to the school community.	<p>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.</p> <p>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, Tier-1 CYW Classroom Support, etc.).</p> <p>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)</p> <p>Provide opportunities for student leadership, collaboration and voice in selection of resources.</p>	<p>Staff will audit current resources and ensure appropriate evidence-based resources are available to staff (i.e., resources for teaching and resources for learning).</p> <p>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 (e.g., each classroom has a “calming area” and adaptive strategies to use during times of stress which students know how to use)</p> <p>Students will demonstrate enhanced knowledge about mental health, coping strategies, resilience and know how to access support for themselves and their peers.</p> <p>Diversity is embraced and celebrated regularly (e.g., Orange Shirt Day, Culture Day, Black History Month, regular focus of prayer on daily prayers and announcements, etc.)</p>



PRIORITY: WELLNESS		
Goals	Key Activities	Indicators of Progress
Support staff, students, and families, through the stages of the Self-Reg implementation journey.	<p>Continue to embed professional learning for staff through in-the-moment modelling, readings in weekly memos, and other development opportunities (e.g., weekly meeting for Educational Assistants, offering and promoting courses, System PLCs, etc.).</p> <p>Continue to teach students about the understanding of their emotions (i.e., noticing and naming feelings and emotions) and help them develop adaptive strategies for managing stress (e.g., breathing exercises, movement breaks, visualization).</p> <p>Develop mechanisms for the promotion of Self-Reg philosophy with the parent community.</p>	<p>Educators and all school support staff will understand their role in assisting students in co-regulating.</p> <p>Students will have a better understanding of the body’s response to stress and will be able to identify their stressors and find ways of reducing stress and restoring their energy.</p> <p>Parents/Guardians and staff will speak the same language in terms of discussing stress behaviour.</p> <p>Students will demonstrate an increase in choosing adaptive strategies to manage their stress.</p> <p>Decrease in intervention strategies/practices for regular daily behaviour as well as in relation to Safety Plans and Behaviour Plans (e.g., behaviour tracking) as staff fully embrace prevention measures through the Self-Reg lens.</p>