



Brant Haldimand Norfolk Catholic District School Board

District Safe and Accepting Schools Plan 2019-20

Hearts on Fire (Luke 24:32) ... Journey, ENCOUNTER, Transform

Priority Area	Goals	Key Activities	Indicators of progress
Promoting Gospel Values	1. Our Catholic Learning Communities will demonstrate our Gospel values which will include love, reconciliation, hospitality, justice, peace, honesty and integrity.	<p>Annually review recently revised BHNCDSD District Code of Conduct (as per revisions to PPM 128) with principals, teaching staff and support staff.</p> <p>Policies and procedures related to student behaviour, discipline and safety will be reviewed with staff and students.</p>	<p>Staff, parents and students will be knowledgeable about the District and School Code of Conduct and respect/follow the expectations. School Codes of Conduct will be communicated to all members of the school community (e.g., School Website, Newsletter).</p> <p>Student Behaviour, Discipline and Safety Policy 200.09 as well as Notification of Risk of Injury and Student Safety Plan 200.13 Administrative Procedure will be revised as required. They will be consistently implemented across the district (consistent use of documenting procedures shared with teaching/support staff e.g., Safe School Incident Reporting Forms, Safety Plan development).</p>
	2. Parents, students, staff and appropriate community partners will work together to ensure that BHNCDSD schools are safe places to learn and grow.	<p>Safe and Accepting Schools, Mental Health/Well-Being and Compassionate Care Response Team(s) will be formed at the school level, and may include, but is not limited to administration, teachers, staff, students, parents and community partners. Safe and Accepting School Plans will be created at the school level.</p>	<p>Established Safe and Accepting School, Mental Health/Well-Being and Compassionate Care Response Teams will assist with the development, implementation and monitoring of Safe Schools Plans. Invitation for principals to join at various DSAST meetings throughout the year to share/discuss monitoring of Safe Schools Plan.</p> <p>Safe and Accepting Schools Plans submitted to Family of Schools Superintendent in the fall of each new school year.</p>
	3. To promote & provide resources/materials necessary to be sure ALL students feel accepted and part of the school community.	<p>Provide a list of suggested resources/activities to schools that help to promote safe and caring classrooms and align with the Board's Religion Curriculum, Renewing the Promise: Pastoral Letter, and our current Board Theme.</p> <p>Continue to provide and utilize resources for reference in classrooms to promote safe, inclusive and caring learning environments (i.e., Indigenous Education resources, Supporting Minds document, relevant educational book club (e.g., Lost at School), Spec-Ed resources for schools such as sensory bins, reading materials). Teachers on a voluntary basis, will participate in a Faith and Wellness Research Study (through Brock and York Universities, School Mental Health Ontario & OECTA).</p>	<p>A list of suggested resources/activities will be created, provided and utilized in all schools over the duration of the 2019-21 school years.</p> <p>Appropriate resources and communication materials are utilized in schools and will be accessible on the Board website when possible.</p> <p>Feedback will be provided back to our school board at the end of the Faith and Wellness Research Study by the University & Mental Health Ontario Group.</p>

Priority Area	Goals	Key Activities	Indicators of progress
Promoting Mental Health and Wellness	1. Continue the practice of Christian Meditation while also introducing new prayer experiences.	Continue the practice of Christian Meditation with all students while also introducing new prayer experiences (e.g. Lectio and Visio Divina).	There is visible evidence that school communities (and classrooms) are participating on a regular basis in Christian Meditation and other prayer experiences.
	2. Ensure access to mental health prevention and promotion programs are available in schools & to students.	'Mind UP' Curriculum (expanded at this time to kindergarten classrooms within 10 of our schools), JACK Project and Jack Chapters (High Schools). 'Mindfulness Without Borders' pilot project in Secondary English Classrooms and SNAP with CYW's. Continue partnership with John Howard Society to support the use of RESTORATIVE PRACTICES within our schools, while also building educator capacity.	Measurement tools where applicable (e.g., teacher, parent observations & tools provided with selected programs) should indicate students feel better equipped to identify and support their own mental health needs and access help if needed. <i>Decision Support Tool</i> to be utilized when considering resources from outside the board. Use of Restorative Practices in a more consistent manner within classrooms by teachers on a daily and/or weekly basis.
Capacity Building	1. Ensure potentially high-risk behaviour of students is properly assessed and supported.	Provide ongoing training for all principals and other relevant staff in the area of Violent Threat Risk Assessment Protocol and other pertinent training (e.g., Trauma Response Education, NVCI, SAFE TALK and ASIST Training) as needed basis or by request.	Students who are having suicidal ideation and self-harm will be connected to help. Administrators and other trained staff will state an increased comfort and ability to support students/schools in times of crisis.
	2. Become better informed to the legalization of recreational cannabis as well as vaping as smoking concerns and long-term effects.	Continue to educate school administrators and staff to promote safe and healthy school communities in relation to recent legalization of recreational cannabis.	Students will understand the impact of cannabis, vaping and smoking and will be deterred from starting the use of these. There will be no evidence of use of cannabis, vaping and smoking on school property and at school sanctioned events (protocol initiated and implement across our District in conjunction with Health Unit for consistency in our schools). Continued support provided in cases where use remains problematic.
	3. Implementation of 2019-2020 Health and Well-being Plan created with BHN Health Units	Schools and staff will implement aspects of the Well-being Plan (created in conjunction with our local Health Units) throughout the school year and call on the Health Unit as supports when/as needed.	School Staff and Health Unit will acknowledge a good working relationship and monitor, tweak and revisit schools plans throughout the year during already established review meetings.
	3. Online SAFE SCHOOLS Training to address these issues.	SAFE SCHOOLS online training, including bullying recognition and response will be accessible for completion by all BHN CDSB employees.	Staff at all levels within the district will acknowledge more understanding and comfort regarding issues surrounding safe schools. More consistent approaches and practices will be practiced across the district.
	4. Implement practices within the revised Emergency Response Binder as needed.	Revised Emergency Response Binder will be shared and reviewed with principals for planned implementation during 2019-2020 school year.	In the event of emergencies, the Emergency Binder material will be followed. Revised Emergency Response Binder informs school practices and procedures.

Helpful Resources:

[https://bhncdsbca.sharepoint.com/Intranet/BHNOOffice/School%20Office%20Management/Student%20Behaviour,%20Discipline,%20Safety%20\(i.e.,%20Code%20of%20Conduct,%20Suspensions,%20Expulsions,%20Violent%20Incidents\)/0%20-%20StudentBehaviour,Discipline&Safety_200.09_Policy&AP.pdf](https://bhncdsbca.sharepoint.com/Intranet/BHNOOffice/School%20Office%20Management/Student%20Behaviour,%20Discipline,%20Safety%20(i.e.,%20Code%20of%20Conduct,%20Suspensions,%20Expulsions,%20Violent%20Incidents)/0%20-%20StudentBehaviour,Discipline&Safety_200.09_Policy&AP.pdf)

[https://bhncdsbca.sharepoint.com/Intranet/TeamSites/principals/Shared%20Documents/Compassionate%20Care%20Resources%20\(Tragedy%20Response\)/Compassionate_Care_Response_Guidelines_20150127.pdf](https://bhncdsbca.sharepoint.com/Intranet/TeamSites/principals/Shared%20Documents/Compassionate%20Care%20Resources%20(Tragedy%20Response)/Compassionate_Care_Response_Guidelines_20150127.pdf)

<http://www.edu.gov.on.ca/eng/multi/english/BullyingEN.pdf>

<https://edu.gov.on.ca/eng/safeschools/respect.html>

<http://www.edu.gov.on.ca/eng/healthyschools/educators-resources.html>

<http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Bullying-Definitions.pdf>

<http://www.prevnet.ca/resources/tip-sheets>