



Brant Haldimand Norfolk Catholic District School Board

District Safe and Accepting Schools Plan 2020-21

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, Ontario Reg 440/20) 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.</p> <p>Safe and Accepting School Plans will be created at the school level (reflecting the District Safe Schools Plan).</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. Continue the practice of Christian Meditation while also introducing new prayer experiences.	<p>Continue the practice of Christian Meditation with all students while also introducing new prayer experiences (e.g. Lectio and Visio Divina).</p>	<p>There is visible evidence that school communities (and classrooms) are participating on a regular basis in Christian Meditation and other prayer experiences.</p>
	4. Restorative Circles will continue to be used within schools and classrooms to support and promote positive behaviours.	<p>Continue partnership with John Howard Society (while respecting Covid-19 restrictions) to support the use of RESTORATIVE PRACTICES within our schools, while also building educator capacity.</p>	<p>Use of Restorative Practices in a more consistent manner within classrooms by teachers on a daily and/or weekly basis.</p>

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	<p>5. Incorporate the principles of equity and inclusive education into all aspects of school policies, programs, procedures, and practices.</p>	<p>Ensure that principles of equity and inclusive education permeate School Improvement Plans. Establish and maintain partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized, and their needs are met. Examine and remove any barriers that exist that prevent successful access to the curriculum and full participation in the school community.</p> <p>Communicate appropriate tenants of the BHNCDSEB Equity and Inclusive Education policy to students, teachers, parents, and the entire Catholic school community.</p>	<p>Staff, parents, and students will be knowledgeable about the Board's Equity and Inclusive Education Policy 200.23. The policy will be communicated to all members of the school community (e.g., School Website, Newsletter, Parent Council).</p> <p>Students will have a deeper understanding of the congruence between Gospel values and our obligation to ensure equity in schools. Students will become more aware of the impact of discrimination on various groups.</p> <p>Staff, students, and school families will become actively involved in creating an inclusive school environment</p> <p>Staff at all levels will continue to improve understanding and comfort regarding issues surrounding inclusive practices</p>
<p>Promoting Mental Health and Wellness</p>	<p>1. To promote & provide resources/materials necessary to be sure ALL students feel welcome, accepted, and belong to the school community.</p>	<p>Resources/activities posted on the hub and shared with schools in order to promote safe and caring classrooms and align with the Board's Religious Education and Family Life Program, Ontario Catholic School Graduate Expectations, Renewing the Promise: Pastoral Letter, and our current Board Theme.</p> <p>Continue to provide/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 encouraged to utilize the Faith and Wellness resource.</p>	<p>Evidence-based resources will be updated and available to staff and schools through the hub.</p> <p>Students will learn to care for their mental health and for the well-being of others through simple everyday classroom practices from the Faith and Wellness resource as implemented by school staff.</p>
	<p>2. Ensure access to mental health prevention and promotion programs are available in schools & to students.</p>	<p>'Mind UP' Curriculum (continuation of kindergarten pilot project by training ECE's from Phase 1 pilot schools, K educators in Virtual school, and a refresher for those who participated in the 19-20 school year), JACK Project/chapters to continue in secondary schools. 'Mindfulness Without Borders' to continue to be available in secondary English classrooms and being explored for select intermediate classes.</p>	<p>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.</p> <p><i>Decision Support Tool</i> to be utilized when considering resources from outside the board.</p>

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Capacity Building	1. Ensure potentially high-risk behaviour of students is properly assessed and supported.	Provide ongoing training (where possible given Covid-19 restrictions) 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. Continue to focus on and educate about the legalization of recreational cannabis as well as vaping and smoking (and long-term health effects).	Continue to educate school administrators and staff to promote safe and healthy school communities in relation to the legalization of recreational cannabis as well as the effects of vaping and smoking. Begin working with the Brant Health Unit to create a plan of action/protocol to create a consistent approach to 'no smoking/vaping' in our schools (when/where possible given Covid-19 restrictions and focus at this time).	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 (when possible given Covid-19 restrictions and focus) and implemented across our District in conjunction with Health Unit for consistency in our schools. Continued support provided in cases where use remains problematic.
	3. Continue with aspects of the current Health and Well-being Plan created with BHN Health Units (when possible given Covid-19 focus and priority at this time in schools)	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 (where possible given Covid-19 safety focus).	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 (when/if possible given Covid-19 restrictions and focus this year).
	4. Training to address current and relevant safe school issues.	Continue professional learning and growth, including bullying recognition and response, will be accessible for all BHN CDSB employees.	Staff at all levels within the district will acknowledge more understanding and comfort regarding issues surrounding safe schools. Consistent approaches and practices will be in place across the district.
	5. Participate in Bullying Awareness & Prevention Week during November.	Daily prayers & reflections will take place as well as schools/classrooms utilizing the Safe and Accepting Schools Bullying Awareness and Prevention Week 2020 Resource Package that was created and shared amongst the District during the week of Nov. 15 -21, 2020. Schools will share information with families via Twitter and school correspondence leading up to and during the week of Nov 15 -21, 2020.	Schools will acknowledge more understanding of what it means to live as joyful Disciples in a peaceful, inclusive, respectful community as well as a community of kindness. Continued compassion will be demonstrated by staff and students.

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	6. Support schools through the stages of the Self Reg implementation journey	Tiered approach to building staff capacity in self-regulation using the work of Dr. Shanker.	Educators and school support staff (EA's, SERTs, ECEs, CYWs) will understand their role in assisting students in co-regulating. Students will have a better understanding of their body's response to stress and ways to manage it.
	7. Implement practices within the revised Emergency Response Binder as needed.	Revised Emergency Response Binder will be reviewed with principals for-implementation during 2020-2021 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:

http://www.bhncdsb.ca/sites/content/files/resources/student_behaviour_discipline_safety_200.09_website_0.pdf

http://www.bhncdsb.ca/sites/content/files/resources/Equity_and_Inclusive_Education_200.23_combined_20160204.pdf

<https://bhncdsbca.sharepoint.com/sites/BHNCommon/BHNOOffice/Forms/AllItems.aspx?id=%2Fsites%2FBHNCommon%2FBHNOOffice%2FGeneral%2FStudent%20Support%20Services%2FCompassionate%5FCare%5FResponse%5FGuidelines%5F20150127%2Epdf&parent=%2Fsites%2FBHNCommon%2FBHNOOffice%2FGeneral%2FStudent%20Support%20Services>

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

<http://www.edu.gov.on.ca/eng/teachers/safeschools.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>