



Brant Haldimand Norfolk Catholic District School Board

Assumption College School Safe and Accepting Schools Plan 2019-21

Hearts of Fire (Luke 24:32)... Journey, Encounter, Transform

Priority Area	Goals	Key Activities	Indicators of progress
<p>Promoting Gospel Values</p>	<p>1. Our Catholic Learning Communities will demonstrate our Gospel values which will include love, reconciliation, hospitality, justice, peace, honesty and integrity.</p> <p>2. Parents, students, staff and appropriate community partners will work together to ensure that BHNCD SB schools are safe places to learn and grow.</p>	<p>Annually review BHNCD SB District Code of Conduct with principals, teaching staff and support staff.</p> <p>Continue to champion the relationships between First Nations community and students via the First Nations Student advisory group, exploring teacher learning opportunities with respect to Reconciliation, and offering elective courses in the areas of Indigenous culture and language.</p> <p>Rally student involvement in social justice initiatives such as We Scare Hunger, 30 Hour Famine, Soup Kitchen Contribution, Relay for Life</p> <p>Policies and procedures related to student behaviour, discipline and safety will be reviewed with staff and students.</p> <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,</p>	<p>Staff, parents and students will be knowledgeable about the District and School Code of Conduct and respect/follow the expectations set out. 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 and Notification of Risk of Injury and Student Safety Plan 200.13 Administrative Procedure will be revised as required and consistently implemented across the district (consistent use of documenting procedures shared with all teaching/support staff e.g., Safe School Incident Reporting Forms, Safety Plan development).</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.</p> <p>Safe and Accepting Schools Plans submitted to Family of Schools Superintendent by the end of September of each school year.</p>

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	<p>3. To promote & provide resources/materials necessary to be sure ALL students feel accepted and part of the school community.</p>	<p>but is not limited to administration, teachers, staff, students, parents and community partners.</p> <p>Continue to focus on the programs offered in the wellness centre such as pet and art therapy as well as the health club activities. Highlight relationship toolkits and strategies to maintain help in stressful times. Continue to foster relationships with community agencies which utilize the Wellness centre to support families and staff.</p> <p>Support We All Belong/I'm Glad You're A Lion initiatives such as Pink Shirt, Red Dress, We Are One (Black History Month), and Unique Sock Day (mental wellbeing) and Amplify your Culture. Unique Sock Day will close a week full of experiences that highlight activities which can promote mental and physical well being.</p> <p>Continue to tap into staff and student voice by conducting yearly climate surveys to staff, students and families.</p> <p>Build capacity around restorative practices. Garth Bell presents to staff on November PD day.</p> <p>Provide a list of suggested resources/activities to schools that help to promote safe and caring classrooms and that 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, along with support</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>

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Promoting Mental Health and Wellness	<p>1. Continue the practice of Christian Meditation while also introducing new prayer experiences.</p> <p>2. Ensure access to mental health prevention and promotion programs are available in schools & to students.</p>	<p>as required from the Board Itinerant Self-Reg (SERT).</p> <p>Continue the practice of Christian Meditation with all students while also introducing new prayer experiences (e.g. Lectio and Visio Divina). Identify Christian meditation leaders who will help to facilitate learning within the various departments.</p> <p>Promote transition and alternative programming including Ready Set Go, Reach Ahead and Alt. Ed./SAL</p> <p>‘Mind UP’ Curriculum, JACK Project and Jack Chapters (High Schools). ‘Mindfulness Without Borders’ pilot project in Secondary English Classrooms.</p> <p>Continue the partnership with John Howard Society to support the use of RESTORATIVE PRACTICES within our schools, while also building educator capacity in the use of daily/weekly restorative practices.</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> <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. <i>Decision Support Tool</i> to be utilized when considering resources from outside the board.</p> <p>Use of Restorative Practices will be utilized in a more consistent manner within classrooms by teachers on a daily and/or weekly basis.</p>
Capacity Building	<p>1. Ensure that potentially high-risk behaviour of students is properly assessed and supported.</p> <p>2. Become better informed to the legalization of recreational cannabis across the district.</p>	<p>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 training, NVCI, SAFE TALK and ASIST Training) on an as needed basis or by request.</p> <p>Introduce and educate school administrators and staff to promote safe and healthy school communities in relation to recent legalization of recreational cannabis.</p> <p>Partner with Brant County Health Unit staff to ensure students are aware of substance/activities</p>	<p>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.</p> <p>Students will understand the impact of early cannabis use. Youth are prevented from starting to use cannabis and there will be no evidence of use of cannabis on school property and at school sanctioned events. Continued support is provided in cases where use is problematic.</p>

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	<p>3. Implement online training (SAFESCHOOLS Training) to address safe schools issues (bullying, abuse, harassment & discrimination).</p> <p>4. Implement the practices that are within the revised Emergency Response Binder as required within schools and across the District.</p>	<p>that promote and those that detract from healthy living.</p> <p>Participate in the CAMH 2019 Ontario Student Drug Use and Health Survey.</p> <p>SAFESCHOOLS online training, including bullying recognition and response will be accessible for completion by all BHNCDSD employees during the 2018-2019 school year.</p> <p>Revised Emergency Response Binder will be shared & reviewed with principals for planned implementation during 2018-2019 school year. Casual staff are asked to review emergency response plans and safety plans specific to our school.</p>	<p>Staff at all levels within the district will acknowledge more understanding and comfort in regard to issues surrounding safe schools. More consistent approaches and practices will be practiced across the district.</p> <p>In the event of emergencies, the Emergency Binder material will be followed. Revised Emergency Response Binder informs school practices and procedures.</p>

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>