



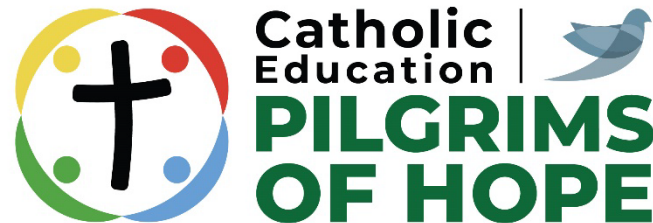
BRANT HALDIMAND NORFOLK  
Catholic District School Board

*"We must fan the flame of hope that has  
been given to us."*

# District Safe and Accepting Schools Plan

2024-2026

*A 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.*



**"We must fan the flame of hope  
that has been given to us."**

*Letter on the Jubilee Year of Hope, February 11, 2022*



**PRIORITY: BELONGING**

Goals	Key Activities	Indicators of Progress
<p>All members of our Catholic Learning Communities will live out the Gospel Values and Catholic Social Teachings in order to foster peaceful, welcoming, safe, and accepting school cultures where all voices are valued.</p>	<p>Schools will articulate clear expectations for the community by annually reviewing the BHNCD SB District Code of Conduct and related safe and inclusive schools' policies and procedures.</p> <p>School Safe and Accepting School Plans will be reviewed, revised, and communicated annually at each school (reflecting the District Plan).</p>	<p>The school's Safe and Accepting Schools Team is established and is significantly involved in leading and influencing a positive school culture.</p> <p>Evidence of schools communicating the Code of Conduct and the Safe and Accepting Schools Plans (SASP) to all members of the school community (i.e., school website, posters, newsletter, assemblies). The SASPs are submitted to the Family of Schools Superintendent annually in the fall.</p>
<p>In accordance with the Church's teachings, the Board will provide, in all its operations, an educational environment which supports and celebrates the strength of diversity within our inclusive Catholic communities.</p>	<p>Schools will include diverse representation and perspectives when collaborating on avenues to foster well-being and belonging for all.</p> <p>Schools will actively invite and welcome partnerships with parents/guardians, students, and appropriate community partners to ensure that BHNCD SB schools are safe and inclusive places to learn and grow.</p> <p>School teams will identify and remove any barriers that potentially prevent access to the curriculum and full participation in the school community.</p>	<p>Safe school policies and procedures are applied consistently, fairly and with a bias-aware lens and use the principles of progressive discipline.</p> <p>Accepted principles of equity and inclusive education permeate into all aspects of school policies, programs, procedures, and practices, and improvement plans.</p> <p>There are obvious and visible representations of the diversity of students and staff in the classroom curriculum and greater school curriculum.</p> <p>Increase in student and parent engagement in the school community.</p> <p>Staff, parents, and students will be knowledgeable about and respect/adhere to the District and School Codes of Conduct.</p>
<p>The Board does not tolerate any participation in any form of bullying behaviour. These Behaviours will be addressed through progressive discipline.</p> <p>The Board will ensure each school SASP is aligned with the District Bullying Prevention and Intervention Plan and is reviewed and revised in response to the School Climate Survey. The plan will include strategies to address all forms of bullying, with education, support, connection with students, and addressing instances of bullying through progressive discipline.</p>	<p>The Board will provide a Bullying Awareness and Prevention Week Resource Package to assist school communities in fully engaging in Bullying Awareness and Prevention Week using daily prayer, reflections, and educational activities.</p> <p>All school websites will have a Safe Schools Reporting Mechanism available for students to Anonymously report unsafe behaviours to the principal reducing the risk of retaliation and/or under-reporting.</p>	<p>Staff and students have a clear understanding how bullying adversely affects the well-being and ability to learn for all students and how to recognize it and how to assist in bullying prevention and intervention.</p> <p>Increase in the number of students reporting that they have/would use the Online Reporting Mechanism if they are being bullied or witness bullying behaviour on the next School Climate Survey.</p> <p>Increase in the number of students reporting their experience at school to be safe, inclusive, respectful, and welcoming on the next School Climate Survey.</p> <p>Decrease in the number of students reporting being bullied or witnessing bullying behaviour on the next School Climate Survey.</p>



**PRIORITY: TEACHING AND LEARNING**

Goals	Key Activities	Indicators of Progress
<p>The Board will support schools by providing Ontario curriculum-linked, culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention in order to provide administrators, teachers, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying.</p>	<p>Student Support Services personnel will share and model culturally responsive resources/activities with school staff that 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. Resources may include Indigenous Education, Anti-Oppression Education, Supporting Minds, Self Reg, Restorative Practices, Trauma informed, Faith and Wellness Resource/School Mental Health Ontario Action Kit.</p> <p>Provide opportunities for students in school leadership, resilience training, collaboration on safe schools plans and voice in selection of resources.</p>	<p>Schools will audit current resources and ensure appropriate evidence-based resources are available to staff.</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.</p> <p>Students will demonstrate enhanced knowledge about mental health, coping strategies, resilience and know how to access support for themselves and their peers as reported on the next School Climate Survey.</p> <p>Representation and perspectives from equity seeking groups and Indigenous communities are included in safe and accepting schools planning.</p>
<p>The Board will provide educational resources to promote healthy relationships within the classrooms.</p>	<p>Provide training and support materials for school staff to support schools in using various approaches to support students in managing stress and self-regulation and build resilience (SEL, Self-reg, "MindUP" Curriculum etc.)</p> <p>Continue JACK project/chapters in secondary schools.</p> <p>Continue to practice Christian Meditation while also introducing new prayer experiences.</p> <p>Promote programs that support meaningful and responsible use of mobile devices and social media.</p>	<p>Students indicate they feel better equipped to identify and support their own well-being as reported on the next School Climate Survey.</p> <p>There is visible evidence that school communities (and individual classrooms) are regularly participating in mindfulness activities, Self-Reg strategies, Christian Meditation, and other prayer experiences.</p> <p>Student Support Services consistently applies the Decision Support Tool in choosing the most appropriate resources from outside the Board.</p> <p>Reduction in the number of safe school incidents reported per year.</p> <p>Staff report a decrease in distractions in the learning environment caused by students' inappropriate use of social media and mobile devices during instruction time.</p>
<p>The Board will support staff and students in using Restorative Practices and Approaches in a consistent manner.</p>	<p>Provide school and district staff with Restorative Justice Training and Restorative Circles to administrative and school staff.</p> <p>Continue partnership with John Howard Society to support the use of Restorative Practices within our schools, while also building educator capacity.</p>	<p>Increased number of trained staff and a minimum of one administrator and one key staff member at every school in BHNCD SB are certified in the Board approved restorative practices training.</p> <p>Staff report an increase in comfort level and capacity in using restorative practices within classrooms and the larger school community.</p>
<p>The Board will provide training on the revised PPM 128 and student discipline.</p>	<p>Staff will participate in Professional learning on the various aspects of Safe and Accepting Schools.</p>	<p>Administrators will be consistent in approaches and practices and know how to access policies and procedures to respond effectively to unsafe situations.</p>



**PRIORITY: WELLNESS**

Goals	Key Activities	Indicators of Progress
<p>The Board will support schools in ensuring potentially high-risk behaviour of students is properly assessed and supported.</p>	<p>Provide pertinent training and sharing School Mental Health Ontario resources with schools and families. Collaborate with community partners to review and update the Board's Community Violence Threat Risk Assessment Protocol.</p> <p>Continue training for all system leaders and other relevant staff in the Board's Violence Threat Risk Assessment Protocol.</p> <p>Improve system capacity in responding to student crisis.</p> <p>Enhance educator understanding and articulate the Board's Policy on Anti - Human Trafficking.</p>	<p>Increase in the number of staff uptake in training opportunities in Trauma Response Education, NVCI, SafeTalk, ASIST, School Mental Health Ontario Educator Training in suicide.</p> <p>Reduction in the number of safe school incidents reported per year.</p> <p>Students who have suicidal ideation and self-harm will know how to access help and will be connected to help as confirmed on the next School Climate Survey.</p> <p>Staff, students, and caregivers will know how to access a clear pathway to care.</p>
<p>The Board will support schools through the stages of a Self-Reg implementation journey tiered approach to building staff and student capacity in self-regulation and co-regulation using the work of Dr. Shanker and Mehrit Centre.</p>	<p>Provide direct support to each school team through mentoring, PLCs, and training.</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>Educators and all school support staff will understand their role in assisting students in co-regulating.</p> <p>The district will realize a reduction in significant classroom disruptions.</p>
<p>The Board will continue the district focus on awareness, prevention and intervention of recreational cannabis, vaping, and smoking education.</p>	<p>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.</p> <p>In partnership with Public Health Units, implement a consistent response to smoking/vaping in schools including the Witness Reporting System and the support of a Tobacco Enforcement Officer.</p> <p>Pilot the use of the student self-directed resources created by Dr. Tara Bruno, in consultation with students to promote prevention and intervention of drug use.</p>	<p>Students and families are participating in focus groups to inform educational resources.</p> <p>A reduction of incidents related to cannabis, vaping, and smoking on school property and at school sanctioned events.</p> <p>Smoking/Vaping Protocol consistently implemented across the district.</p>