

Priority Area	Goals	Key Activities	Indicators of progress
	<p>3. To promote & provide resources/materials necessary to be sure ALL students feel accepted and part of the school community.</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 as required from the Board Itinerant Self-Reg SERT).</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>Promoting Mental Health and Wellness</p>	<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>Continue the practice of Christian Meditation with all students while also introducing new prayer experiences (e.g. Lectio and Visio Divina).</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.</p> <p><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>
<p>Capacity Building</p>	<p>1. Ensure that potentially high-risk behaviour of students is properly assessed and supported.</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>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>

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	<p>2. Become better informed to the legalization of recreational cannabis across the district.</p> <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>Introduce and educate school administrators and staff to promote safe and healthy school communities in relation to recent legalization of recreational cannabis.</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.</p>	<p>Students will understand the impact of early cannabis use.</p> <p>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.</p> <p>Continued support is provided in cases where use is problematic.</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.</p> <p>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>