



Safe and Inclusive Schools

Building it Together

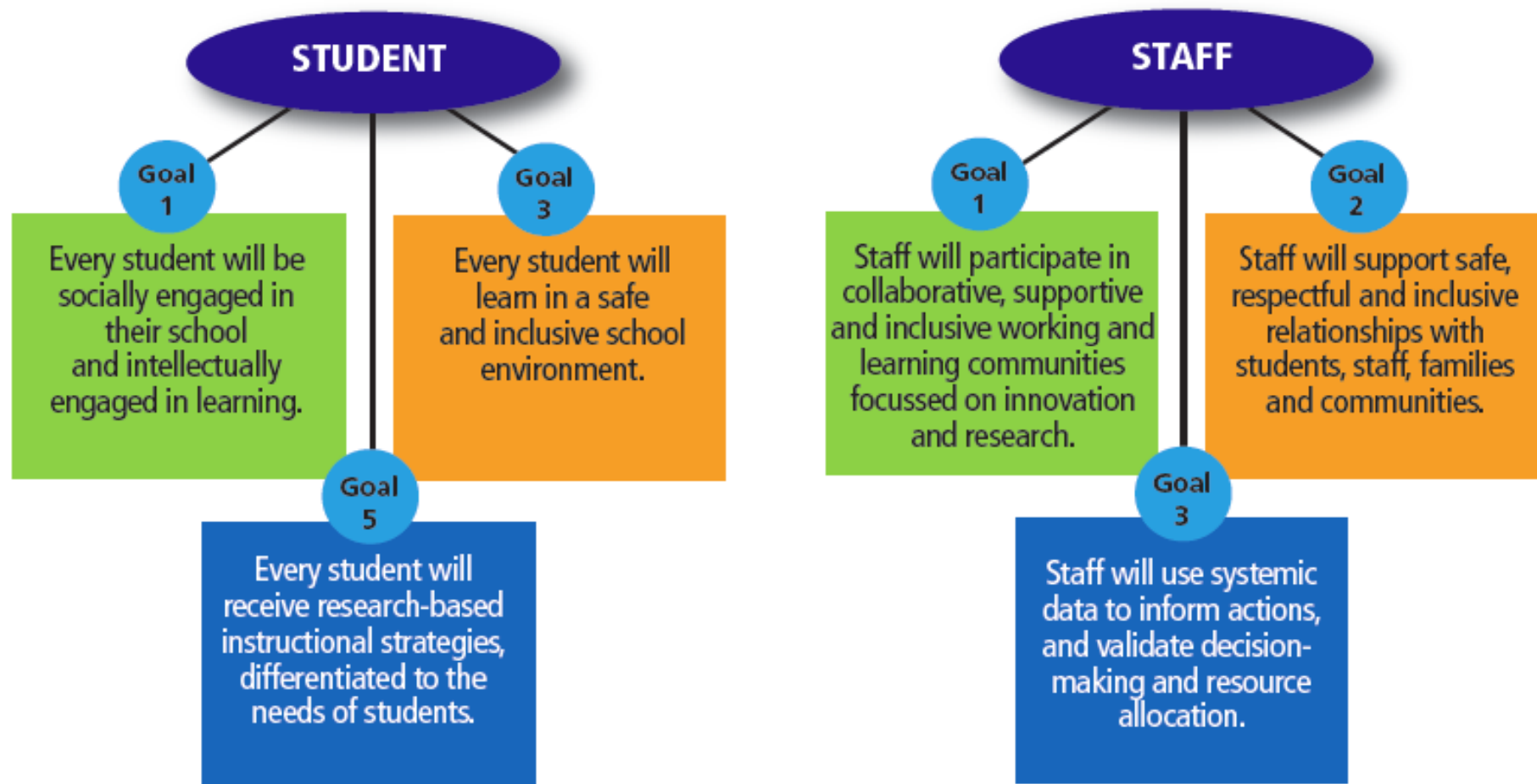


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Superintendent of Education, Yaw Obeng

Safe and Inclusive Schools

Halton District School Board Multi Year Plan-Alignment



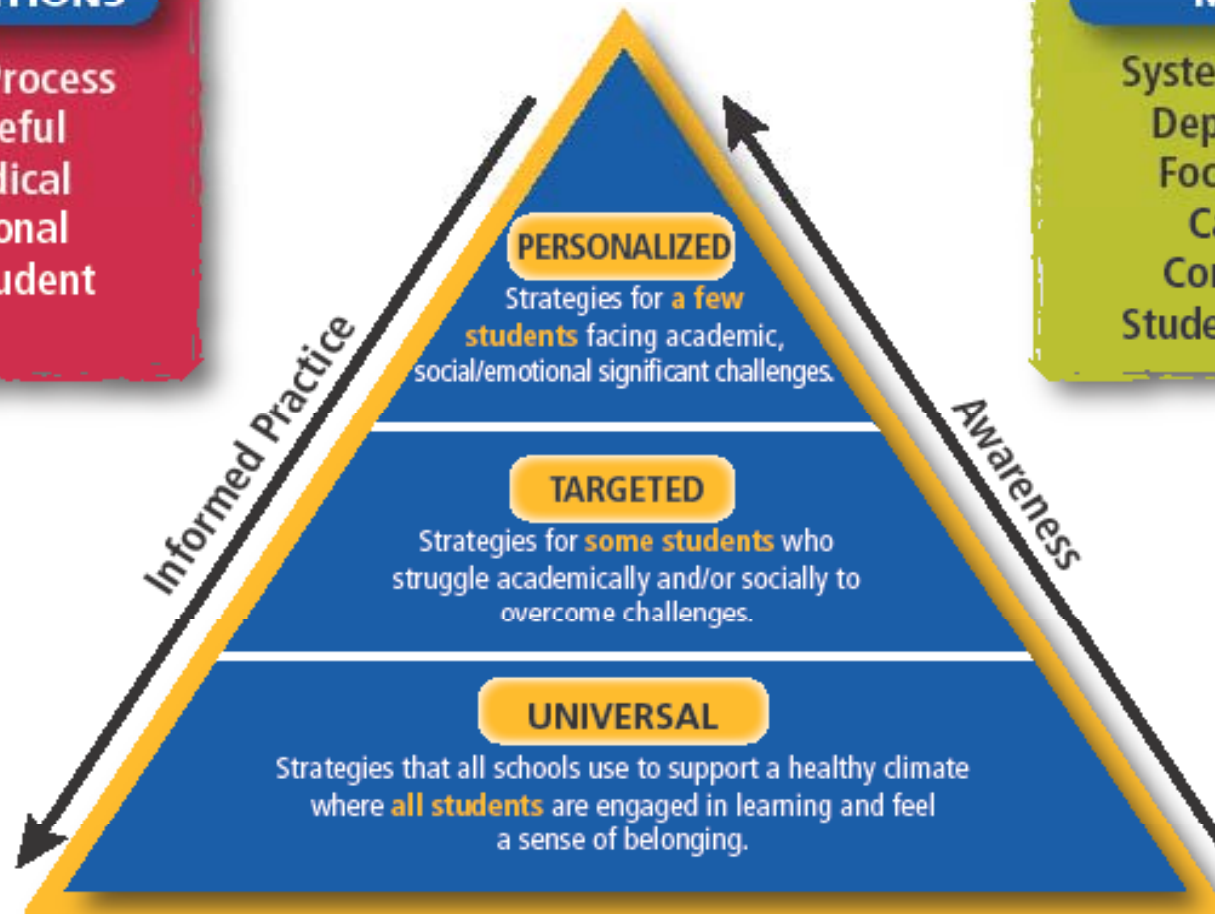
Safe and Inclusive Schools Approach

PYRAMID OF INTERVENTIONS

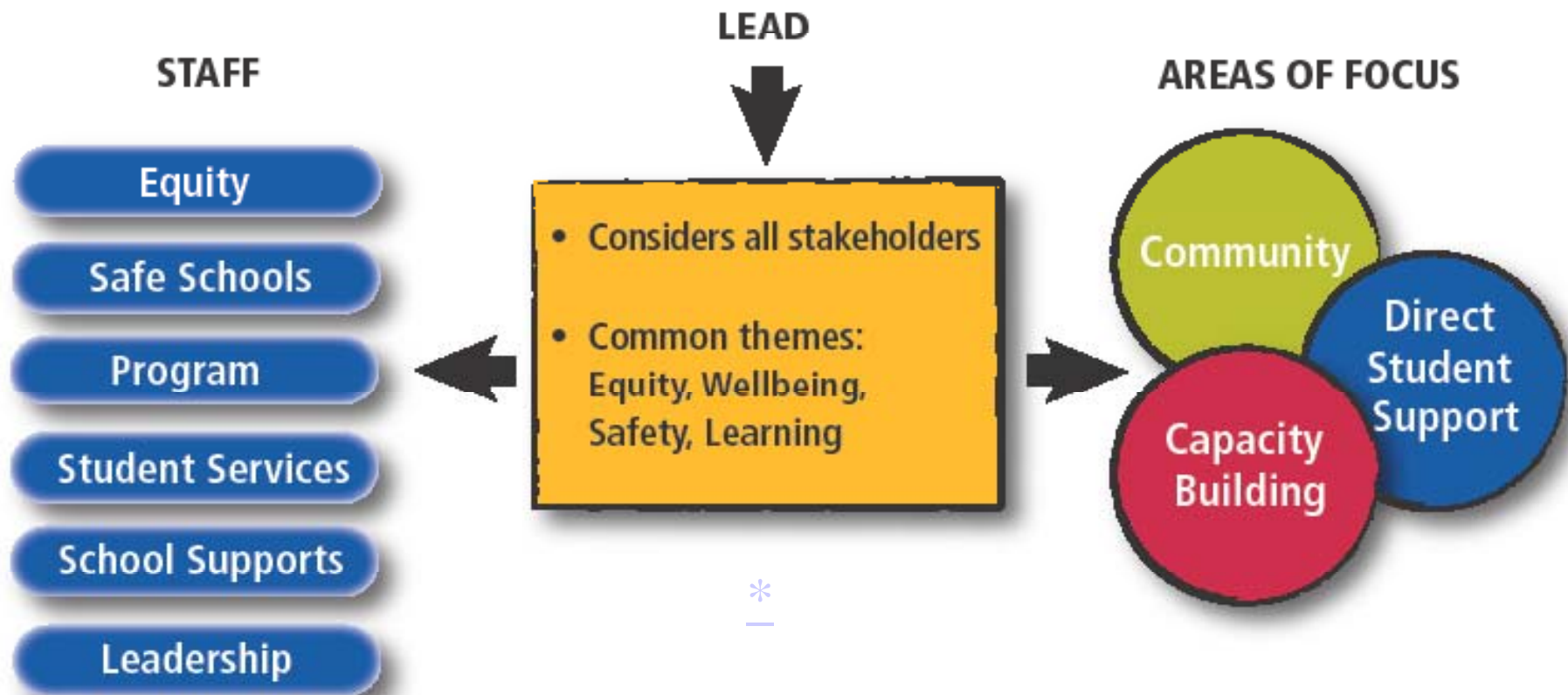
Planned Process
Purposeful
Methodical
Intentional
Every Student

INTEGRATED MODEL

System, Schools,
Departments
Focus Areas:
Capacity,
Community,
Student Support



Safe and Inclusive Integrated Model



Safe and Inclusive Schools Areas of Focus

CAPACITY BUILDING

- Equity Lens
- Safe Schools Action Teams
- Student Engagement
- Integrated Curriculum
- Aboriginal Perspectives
- Bullying Prevention & Intervention
- Mental Health Awareness
- Professional Learning Community
- Problem solving training
- Newcomers Support
- Student Voice eg. GSA, Eco Club
- Accessibility – barrier removal
- Healthy Schools – Nutrition
- Progressive Discipline/A2S
- Mental Health Lead
- Others

COMMUNITY

- Halton Regional Police Service
- Halton Public Health
- Our Kids Network
- Equity & Inclusive Ed Advisory
- Halton Multicultural Council
- Parent Involvement Committee
- Ministry of Children & Youth Services
- Youth Justice Services
- ADAPT
- ROCK
- School Community Partners
- Student Support Leadership Initiative (SSLI)
- Public Health Nurses
- SEAC
- Others

DIRECT STUDENT SUPPORT

- Social Workers
- Child & Youth Counselors
- Student Success Teachers
- Guidance Counselors
- Psycho-educational Consultants
- Special Education Teacher
- Police Liaison Officers
- Mental Health Liaison Nurses
- HLF Program Funding
- Halton Food for Thought
- School Staff
- Equity Student/Community Facilitator
- Others

Safe and Inclusive Schools

Knowing the Learner

ENGAGEMENT

Inclusive Quality Instruction

- Intentional Design
- Strategic Instruction
- Contextual Learning
- Assessment – for, of, as Learning

School Context

- Bully Prevention
- Shared Leadership
- Parent Involvement
- Trust, Collaboration
- Co-Curriculars

Classroom Context

- Teacher – Student Relationships
- Expectations for Success
- Learning Environment
- Intellectual Engagement

Family Context

- Home Support for Learning
- Home Support for Behaviour
- Parental Aspirations
- School Involvement

Demographic Factors

Ability • Faith • First Nations/Métis/Inuit • Gender • Race/Culture • Sexual Orientation/Gender Identity • Socio-Economic

Adapted from Willms 2012

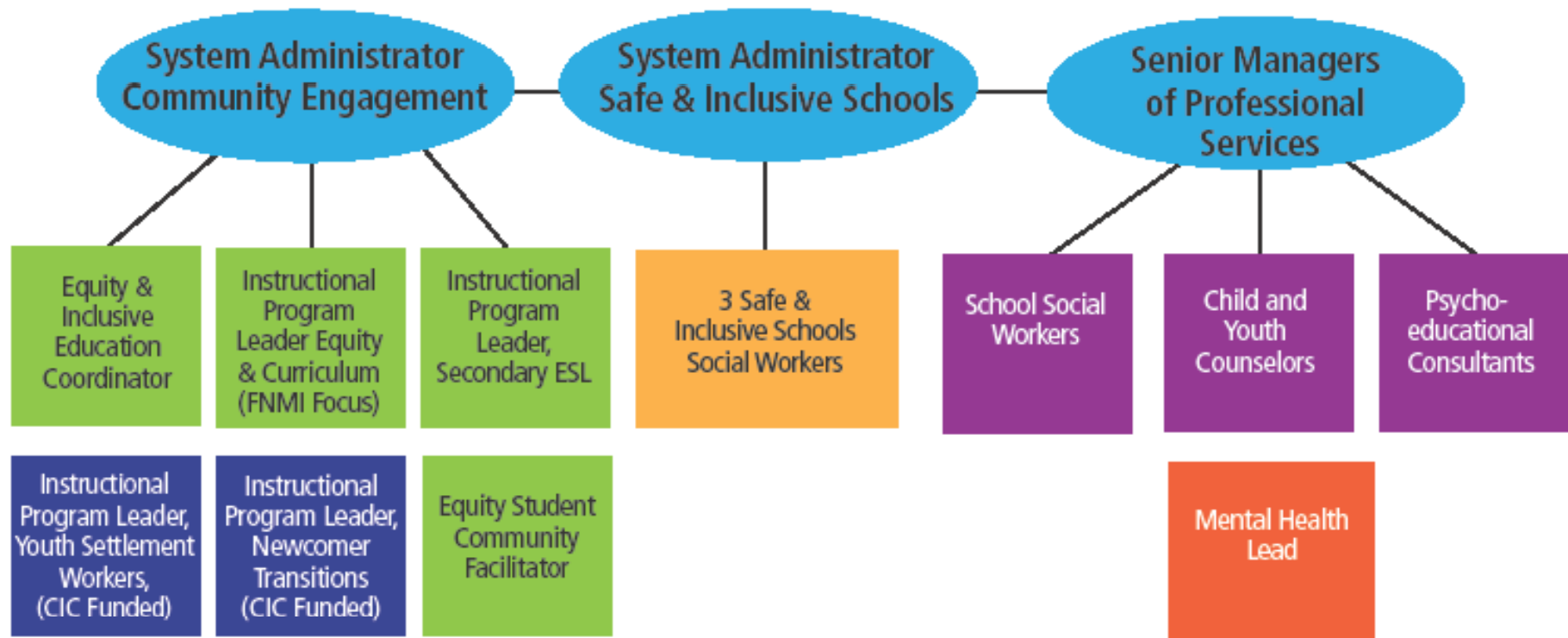
Superintendent of Education, Yaw Obeng

Safe and Inclusive Schools Organization Chart



Safe and Inclusive Schools

Superintendent of Education





Safe and Inclusive Schools

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