

Well-Being and Bullying Prevention/Intervention Action Plan GHS 2025-2026

Well-Being Team Membership		
<p><i>Principal and/or Vice Principal</i></p> <ul style="list-style-type: none"> ● Steve Oliver - Principal ● Carrie Russell - Vice Principal (A-G) ● Nicole Jarvis - Vice Principal (H-M) ● Colin Sell - Vice Principal (N-Z) 	<p><i>Teacher(s) including the Human Rights and Equity advocate(s)</i></p> <ul style="list-style-type: none"> ● Kerri Foster ● Stacey McCormack ● Heather Lenaghan-Rivers ● Daniel Bauer ● Erin Brown ● Amanda Orth ● Rachel Menka 	<p><i>Non-Teaching Staff Members</i></p> <ul style="list-style-type: none"> ● Sarah Bryson (SSW)
<p><i>Parent(s)</i></p> <ul style="list-style-type: none"> ● 	<p><i>Community Partner(s)</i></p> <ul style="list-style-type: none"> ● Cst. Krista McMullen - High School Liaison Officer 	<p><i>Student(s)</i></p> <ul style="list-style-type: none"> ● Hasini Keetha ● Samantha Vogiantzis ● Ella English
<p>Well-Being Contact Person (must be a staff member) - Kerri Foster</p>		<p>Contact Email Address - fosterk@hdsb.ca</p>
<p>Human Rights and Equity advocate(s) - Kyle O'Neil</p>		<p>Email Address(es) - oneilk@hdsb.ca</p>

Reflecting on Data

The greatest areas of need for individual schools will be identified through reflecting on 'Have Your Say' data in the categories: **Bullying, Safety,** and **School Climate and Sense of Belonging** as outlined in the [Halton District School Board's Bullying Prevention and Intervention Plan 2022-2024](#)

Baseline GDHS Bullying Data:

2024-25

55% report being satisfied with the steps the school has taken to prevent bullying among students -

Baseline GDHS Safety Data:

2024-25

56% of students reported feeling safe at school.

Baseline GDHS Sense of Belonging Data:

2024-25

38% of students completing the survey expressed a sense of belonging at school.

Baseline GDHS Well-Being Data:

2024-25

48% of students report feeling good about themselves (often and all the time)

61% report that they have excellent or very good mental health.

Well-Being Goals and Measures

The goals and measures for the SIPSA Well-Being Plans have been identified for all schools based on board level data.

SIPSA Goals

- By June 2026, there will be a 5% **increase** in the *percentage of students who feel educators provide opportunities to learn about bullying and/or the harm caused by bullying* while addressing disproportionalities* for Indigenous and Black students, gender diverse students, sexually diverse students and students with IEPs.
- By June 2026, there will be a 5% **increase** in the *percentage of students feeling safe at school*, while addressing disproportionalities* for Indigenous and Black, gender diverse students, sexually diverse students and students with IEPs.
- By June 2026, there will be a 5% **decrease** in the *percentage of students experiencing verbal bullying (e.g. name-calling, mocking, hurtful teasing, humiliating or threatening someone, racist or sexist comments)*, while addressing disproportionalities* for Indigenous and Black students), gender diverse students, sexually diverse students and students with IEPs.

(*this data will be available at the Board level only - cannot be disaggregated at the school level due to privacy)

Measures

Board

- Have Your Say Survey System Results 2026
- School Self Assessments
- Administrator and Staff Feedback through Superintendent visits

Schools

- ongoing evidence gathered through classrooms, student focus groups, school surveys
- collection and reflections of observations, conversations and products
- suspension data/safe school incident reporting
- the end of each school year to monitor progress of the Well-Being and Bullying Prevention/Intervention Action Plan and its impact to reduce the [seven forms of bullying](#) * to be rolled out as part of the revised *Bullying Prevention and Intervention Plan (January 2023)*
- School Self Assessment

School Actions: Reaching the Goals

Researched - based actions to engage staff and students - focusing on *what* schools are to implement.

A number of recommendations are made throughout the [PPM No. 144](#) "Bullying Prevention and Intervention" which directly inform the development of the School Improvement Plan for Student Achievement and Well-Being (SIPSA). All schools are required to include the following actions - for staff and students - in their [Well-Being and Bullying Prevention/Intervention Action Plans](#)

Preventative Actions We Will Take To Support Reaching The Goals

- review the HDSB [Code of Conduct](#)
- Keeping Schools Safe Presentation and Learning at start of year and ongoing
- learn about a bias-free progressive discipline approach as well as mitigating and other factors that influence behaviour
- teach prevention and intervention strategies for the [seven forms of bullying](#)
- the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol are reflected in all intervention strategies and adults **must** be involved; and, identify ways that this information will be communicated and shared with all stakeholders, and increase use of SSIRs as reporting and archiving of data
- engage staff in ongoing learning to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of, consistent with the [OCT Advisory](#)
- work with student groups and other partners to create school-based anti-racism education campaigns to educate all stakeholders on the Human Rights Code
- engage staff in ongoing, meaningful learning about [The Way Forward - Human Rights, Action and Accountability Plan](#)
- Promote affinity spaces for BSA, GSA, Asian Students, and MSA, and explore the creation of additional safe and inclusive spaces for indigenous students
- engage staff in ongoing learning to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of, consistent with the [OCT Advisory](#)
- identify the school's response protocol to repair harm and ensure accountability
- build healthy relationships - student/student relationships; student/teacher relationships
- build supportive learning environments
- engage parents and families
- promote and provide student leadership opportunities
- educators incorporate and regularly review teaching/learning materials such as Emotional Validation
- Implementation of Asset Based Assessment across all departments, assisting staff in knowing their students as a whole person, not just as a student by learning more about each students' identity, culture, beliefs, traditions and values
- teach the appropriate use of the online reporting tools and the ways for reporting to an entrusted adult

Intervention Actions We Will Take To Support Reaching The Goals:

- use 'teachable moments" within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- respond to any student behaviour that is likely to have a negative impact on school climate or learning environments
- staff build their competency in exploring and responding to microaggressions through applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report (SSIR); and ensure accountability
- provide supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying

- adults reach out to students and their parents/caregivers when they are concerned about the student's physical social or emotional safety and well-being
- adults advise students regularly that they are here to support them and make themselves available for supportive conversations
- identify and connect students to culturally relevant school supports, inclusive clubs and safe spaces
- provide ongoing intervention and support to promote and sustain positive student behaviour
- employ the school's response protocol to repair harm and ensure accountability
- provide a variety of asset based, anti-oppressive supports and resources for students - from early prevention to more intensive interventions (in cases of persistent bullying)
- follow up after bullying incidents with students, parents, teachers, and other school staff as appropriate
- participate in ongoing professional learning to build capacity and critical consciousness when addressing bullying
- understand the roles and responsibilities of principals, teachers and students
- Include a variety of community support organizations and HDSB program areas in community events (Open Houses, Interview Nights) and promote to students and parents
- foster parental involvement in well-being team meeting(s) to engage more community input

Planning School Strategies: Instruction

Schools select a **manageable balance** of instructional strategies that are **developmentally appropriate** and focus on bullying prevention and intervention to be implemented by **all** staff.

Instructional Prevention Strategies include:

- co-creating developmentally appropriate definitions of the [seven forms of bullying](#) * to be rolled out as part of the revised *Bullying Prevention and Intervention Plan (January 2023)*
- explicitly teaching the five steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- including students in decision making and creating opportunities for their involvement (e.g., students on the Well-Being Team)
- responding to student identity, voice, and choice
- using proactive measures to intentionally create inclusive learning spaces for every student
- creating affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Association, IREN, Muslim Student Association, A.S.I.A. Club)
- connecting with historically marginalized and racialized students (ensure consultation with the Indigenous Rights and Education team as necessary for Indigenous students)
- knowing and planning for students' strengths, areas for growth and interests
- using an [Inclusive Design](#) approach to planning
- implementing and monitoring inclusive, culturally responsive, and relevant teaching (CRRP) ([The Way Forward: Halton DSB Human Rights Equity Action and Accountability Plan \(2020 - 2024: One Page That Matters: Culturally Responsive and Relevant Pedagogy\)](#))
- highlighting equity and inclusive education principles in daily classroom instruction and school activities
- engaging student groups and other partners to create school-based anti-racism education campaigns to educate all stakeholders on the Human Rights Code
- implementing and monitoring strategies for supportive learning environments and mental health literacy ([Well-Being Expected Practices](#))
- adults advising students regularly that they are here to support them and make themselves available for supportive conversations

Instructional Intervention Strategies include:

- coaching students how to effectively and intentionally interrupt bullying
- providing opportunities for regular check-ins with students who have been bullied, engaged in bullying or witnessed incidents of bullying

- ensuring every student can identify one caring adult in their school community
- learning about a [bias-free progressive discipline approach](#) as well as mitigating other factors that influence behaviour
- using “teachable moments” within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- responding to any student behaviour that is likely to have a negative impact on school climate or learning environments
- employing the school’s response protocol to repair harm and ensure accountability
- providing supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- adults reaching out to students and their parents/caregivers when they are concerned about the student’s physical social or emotional safety and well-being

Planning School Strategies: Student Engagement and Learning

Select a manageable balance of developmentally appropriate strategies that will engage students in to learn about bullying prevention and intervention. All staff opportunities

Prevention Strategies include:

- collecting and marketing confidential information/reporting tools for students (eg. trafficking, bullying, mental health, Savis posters in washrooms)
- support and promote student-led efforts along belonging, inclusion, and voice (eg. BSA, ASIA, etc)
- learning and applying the five steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- understanding and accepting their role and responsibilities as part of bullying prevention
- developing skills for positive and respectful relationships
- engaging in awareness raising strategies (e.g., social-emotional learning, empathy, development of self regulation skills)
- learning through constructivist approaches
- adhering to the [Responsible Use Procedures for Information and Communication Technology \(ICT\)](#) regarding the use of personal electronic devices in school/classrooms
- using mentor texts, social stories and scenarios that align with the [Selection of Instructional and Library Resources Administrative Procedure](#) and the [Bullying Prevention and Intervention Library Resource List](#)
- participating in accountable talk
- engaging in inquiry-based, experiential learning opportunities
- participating in Bullying Awareness and Prevention Week activities
- working with student groups and other partners to create school-based anti-racism education campaigns to educate all stakeholders on the Human Rights Code

- participating in opportunities related to equity and inclusive education, bullying prevention, and leadership initiatives within the school
- Create opportunities for community partner presentations/assemblies/classroom talks on topics related to safety, wellbeing, and belonging

Intervention Strategies include:

- explicitly apply the five steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- effectively interrupt bullying and report real or perceived bullying incidents to an adult or school staff member
- report activities motivated by bias, prejudice or hate to an adult or school staff member as indicated in the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (January 2023)

Planning School Strategies: Professional Learning

A year-long professional learning plan must be developed to ensure staff have the required knowledge and skills to lead the learning with students. Identify topics that will be part of the professional learning plan.

Prevention

- strengthening inclusive and culturally responsive and relevant teaching
- developing effective classroom management strategies
- understanding learner profiles (e.g., academic, physical, social, emotional, cognitive, self/spirit) and how to differentiate instruction to meet individual student strengths and needs
- reviewing teaching and learning materials and activities regularly to identify and remove barriers to accessibility, negative bias, and discrimination
- developing the skills to intentionally interrupt racism, oppression, and discrimination
- identifying the school's response protocol to repair harm and ensure accountability
- implementing inclusive design to intentionally plan for ways to challenge existing barriers to student well-being: responding to student voice; designing instruction (CRRP); engaging parents, families, and communities; the environment as the third teacher; analyzing data; building leadership capacity
- creating affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Advisory, IREN)
- engaging in ongoing learning to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of, consistent with the [OCT Advisory](#)
- implementing culturally responsive and relevant practice to guide teaching practice (high expectations, critical consciousness ([Critically Conscious Guiding Questions](#)), and cultural competence)
- learning to engage families to bring an awareness of bullying prevention and intervention strategies and to recognize the signs of bullying behaviour

Intervention

- understanding the Board's comprehensive strategy to address incidents of bullying including reporting protocols (staff and student), and appropriate and timely responses
- learning about a bias-free progressive discipline approach as well as mitigating and other factors that influence behaviour
- using proactive measures to intentionally create inclusive learning spaces for every student

- using ‘teachable moments’ within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- responding to any student behaviour that is likely to have a negative impact on school climate or learning environments
- applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; ensure accountability; and, identifying ways that this information will be communicated and shared with all stakeholders
- providing supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- ensuring that for students with special education needs, interventions, supports and consequences are consistent with the child’s strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP)
- promoting and sustaining positive student behaviour
- providing a variety of asset based, anti-oppressive supports and resources for students - from early prevention to more intensive interventions (in cases of persistent bullying)
- following up after bullying incidents with students, parents, teachers, and other school staff as appropriate
- participating in ongoing professional learning to build capacity and critical consciousness when addressing bullying
- understanding the roles and responsibilities of principals, teachers and students

Professional Learning will occur through:

- staff meetings
- professional learning days
- system professional learning opportunities
- school based release time
- self - directed Annual Learning Plans
- other: the provision of easily accessible resources for all staff

Monitoring Students

Schools will identify ways to monitor student well-being throughout the year by considering what will be monitored, by whom, as well as when and how it will be monitored to ensure this important work takes place. Schools must consider and plan for: **conversations** (e.g., with students, staff, and parents); **observations** (e.g., walk-throughs); and, **products** (e.g., intervention plans, notes). Creating **intervention cycles** to monitor student well-being also supports the identification of students most at risk and provides the opportunity to create intervention plans for these students who may be the bully, the victim, or a witness.

What types of evidence were collected from conversations, observations and products?

- academic achievement
- School team discussions and referral
- Social work referrals
- student engagement in co-curriculars

- student surveys
 - student wellness group feedback
 - student-led initiative feedback, ie. Black History Month
- Number of suspensions, infraction codes

What were the greatest successes with students? What grade level(s) experienced the most success? How do you know?

- Athletics and other co-curriculars - great success in terms of engagement and achievement, ie. numerous OFSAA showings, drama production of Boxes, Silver Medal at MusicFest Nationals, Gold Medals at Rock Band Festival
- Student leadership continues to grow and many student-led groups have created activities/opportunities to educate and support others in the building, ie. Black Student Safe Space Group (BSSS), Asian Student Independent Association (ASIA), Muslim Student Association (MSM), Student Athletic Council,

What challenges were encountered? What grade level(s) experienced the most challenges? Why? How could this be improved next year?

- Social media issues impacted our grade 9 students requiring intense adult intervention and support to problem-solve
- Inappropriate behaviour occurred at a student run which impacted the well-being of our school community and many marginalized students, which reflected the need for continued education around harmful language and how to stop it

What are the next steps? Which students need more support? How can they best be supported?

- Continue to support racialized, marginalized students in our building as well as members of the 2SLGBTQIA+ community
- Connecting students to identity-specific supports in school and in our community when desired by the student
- Continuing to respond carefully and quickly to reports of harassment and/or bullying
- Increasing student awareness of reporting tools and options for support inside and outside of school
- Continuing to support teachers in growing positive relationships and safe spaces for students
- Continuing to support mental health, special education, and achievement in our school

Monitoring Progress

School administrators and the Well-Being Team will meet on a regular basis to discuss the effectiveness of selected intervention and prevention strategies as well as the use of resources and planned professional development/. The Well-Being Team should determine what strategies are working, what may not be working and what may need adjusting in order to keep the focus on improving student well-being.

When monitoring progress of the School Actions, consider the following questions as a reflection guide:

What evidence of progress towards the goals has been or will be collected?

- ongoing evidence gathered through classroom and school surveys
- collection and reflections of observations, conversations and products

- suspension data
- Have Your Say Survey data
- school based surveys/questionnaires
- other:

What successes occurred as a result of the Action Plan? What successes occurred as a result of the teaching and learning of Bullying Prevention and Intervention Strategies?

- Will be determined at the end of the 2025 and 2026 school year

What resources were used to support teacher and student learning?

- Will be determined at the end of the 2025 and 2026 school year

What professional learning was considered to be the most important and helpful? Why?

- Will be determined at the end of the 2025 and 2026 school year

What challenges were encountered when implementing the Action Plan? Why?

- Will be determined at the end of the 2025 and 2026 school year

What are the next steps? What bullying prevention and intervention strategies need to change?

- Will be determined at the end of the 2025 and 2026 school year

What needs to be included in the next year's professional learning plan?

- Will be determined at the end of the 2025 and 2026 school year

Resources

- [PPM 144](#)
- [Bullying Prevention and Intervention](#)
- [Promoting Positive School Environment](#)
- [Healthy Relationships in a Digital World](#)
- [Supporting Bias-Free Progressive Discipline in Schools](#)
- [Truth and Reconciliation Commissions Calls to Action](#)
- [Ministry of Ontario - Anti-Black Racism Strategy](#)
- [PrevNet](#)

- [Respond and Rebuild](#) (ETFO Resource)