

Well-Being and Bullying Prevention/Intervention Action Plan 2025-26

Well-Being Team Membership		
<p><i>Administrator</i> Stephanie Casey - Principal Wendy Cox - Vice Principal</p>	<p><i>Teacher(s) including the Human Rights and Equity advocate(s)</i> Stephanie Bozz Derek Doederlein Kevin Limeback Riana Vermaak Sanja Jovic Monique Lee Mirna Sidarous</p>	<p><i>Non-Teaching Staff Members</i></p>
<p><i>Parent/Guardian(s)</i> Communication - Parent council, Website, Newsflash, Open House, Google Classrooms and Google Sites, School Instagram</p>	<p><i>Community Partner(s)</i> Jodi Sawyers-Petkovich Guest speaker and presentation (for parents and students)</p>	<p><i>Student(s)</i> K-8 students are actively engaged in the plan</p>
<p>Well-Being Contact Person (must be a staff member) Stephanie Bozz</p>		<p>Contact Email Address bozzS@hdsb.ca</p>
<p>Human Rights and Equity advocate(s) Shweta Atre [Staff] , Jacqueline Angileri [Staff]</p>		<p>Email Address(es) coxw@hdsb.ca, khansav@hdsb.ca</p>

Reflecting on Data	
<p>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 2025-2027.</p>	
<p>MAG students enjoy being at school:</p> <ul style="list-style-type: none"> Agree/Strongly Agree: 65% <p>MAG students feel that school is a friendly and welcoming place:</p> <ul style="list-style-type: none"> Agree/Strongly Agree: 79% <p>MAG students feel like school is an inviting place to learn:</p> <ul style="list-style-type: none"> Agree/Strongly Agree: 79% <p>MAG students feel like extra help is available when needed:</p> <ul style="list-style-type: none"> Agree/Strongly Agree: 79% 	<p>MAG students report not being cyber bullied:</p> <ul style="list-style-type: none"> Not at all: 88% <p>MAG students report not being sexually bullied:</p> <ul style="list-style-type: none"> Not at all: 81% <p>MAG students report educators or adults step in to intervene immediately:</p> <ul style="list-style-type: none"> Agree/Strongly Agree: 30% <p>MAG students report response shows empathy and understanding from adults:</p> <ul style="list-style-type: none"> Agree/Strongly Agree: 48%

MAG students feel happy at school:

- Agree/Strongly Agree: 54%

MAG students feel they belong in our school:

- Agree/Strongly Agree: 52%

MAG students feel accepted by students in our school:

- Agree/Strongly Agree: 54%

MAG students feel accepted by adults in our school:

- Agree/Strongly Agree: 66%

MAG students feel their school rules are fair:

- Agree/Strongly Agree: 36%

MAG students feel safe at school:

- Agree/Strongly Agree: 66%

MAG students feel safe coming and going from school:

- Agree/Strongly Agree: 78%

MAG students feel all areas of mental well-being are supported:

- Agree/Strongly Agree: 58%

MAG students report not being physically bullied:

- Not at all: 77%

MAG students report not being verbally bullied:

- Not at all: 66%

MAG students report not being socially bullied:

- Not at all: 60%

MAG students report educators/staff believed them:

- Agree/Strongly Agree: 43%

MAG students report satisfaction from educators/staff to prevent bullying:

- Satisfied/Very Satisfied: 58%

MAG students report satisfaction about steps taken when bullying occurs:

- Satisfied/Very Satisfied: 43%

MAG students feel that educators/staff take immediate action when bullying occurs:

- Agree/Strongly Agree: 58%

MAG students report educators/staff talk with students who have been bullied:

- Agree/Strongly Agree: 72%

MAG student report that they have heard about the achievement/experience of the following diverse groups of people (women/girls)

- Sometimes/Often: 90%

MAG student report that they have heard about the achievement/experience of the following diverse groups of people (Indigenous)

- Sometimes/Often: 95%

MAG student report that they have heard about the achievement/experience of the following diverse groups of people (diverse cultural, racial or ethnic groups)

- Sometimes/Often: 84%

MAG student report that they have heard about the achievement/experience of the following diverse groups of people (diverse religious and faith communities)

- Sometimes/Often: 59%

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 that enjoy being at school while engaging students in well-being strategies that are grounded in anti-racist, anti-colonial and anti-oppressive practices that support students' identities
- By June 2026, there will be a 5% increase in the percentage of students that feel accepted by students at school while engaging students in well-being strategies that are grounded in anti-racist, anti-colonial and anti-oppressive practices that support students' identities
- By June 2026, there will be a 5% decrease in the percentage of students that have experienced social and verbal bullying while engaging students in well-being strategies that are grounded in anti-racist, anti-colonial and anti-oppressive practices that support students' identities

Measures

Board

- Have Your Say Survey System Results
- 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
- Reflection at end of year on Bullying Prevention and Intervention Plan from the school year
- School Self Assessment

School Actions: Reaching the Goals

Evidence-based actions to engage staff and students - focussing 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 (*select from the list below and add in additional school based items as reflected in your SIPSA*)

- Review the [HDSB Code of Conduct](#) with students at the start of the year, using lessons and resources to support understanding.
- Teach students to identify the [various forms of bullying](#), co-creating developmentally appropriate definitions that clarify the difference between rough play, conflict, and bullying.
- Teach and apply **prevention and intervention strategies**, including:
 - Bias-free progressive discipline (considering mitigating and other factors)
 - [The Discriminatory and Harmful Language Protocol](#)
 - The Bullying Response Protocol - Post on Google Classroom, intentionally teach/show your class
 - Culturally responsive, identity-affirming anti-bullying resources - Create a staff bank with bigger wellness team
- Provide supports and regular check-ins for students who have been bullied, engaged in bullying, or witnessed bullying.
- Engage staff in ongoing learning to consistently and immediately interrupt and address acts of racism and discrimination that they witness or have been made aware of, consistent with:
 - [The OCT Advisory on Anti-Black Racism](#) and [The OCT Professional Advisory on Addressing Hate and Discrimination](#) - Document dive for staff meeting
 - [The Discriminatory and Harmful Language Protocol](#)
 - [The Way Forward – Human Rights, Action and Accountability Plan](#) - Document dive for staff meeting / PD slides October 10th
- Implement anti-oppression and anti-racism practices- Having intentional classroom conversations and follow-up
- Adults model **emotional validation** with students regularly and make themselves available for supportive conversations - Trial with multi-divisions
- Educate staff, students, and families on **Indigenous rights and human rights**, including:- IPL is in the process of planning Indigenous Rights and Education with our school Indigenous Rights and Education team for school-wide education and action towards Truth and Reconciliation
 - The Ontario Human Rights Code
 - UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples)
 - HDSB's Indigenous Education Policy
 - Create and support **affinity spaces** (e.g., GSA, Black Student Advisory)- Find staff and students that would be interested in creating such spaces within the school
- Build **healthy, supportive relationships** (student-student and student-educator) and promote student voice and engagement opportunities (e.g., Well-Being Teams). -Create student well-being club to garner student interest, perspectives, and voice
- Foster **inclusive learning environments** by:
 - Using anti-colonial and critically conscious approaches to curriculum
 - Reviewing teaching/learning materials for bias, accessibility, and representation
 - Integrating culturally responsive and relevant social-emotional learning (SEL)
- Support overall **student well-being** by:
 - Encouraging daily physical activity, physical education, and outdoor experiential education
 - valuing the strengths, talents and gifts that every student brings to a classroom
 - Helping students strengthen their mental health literacy
 - Strengthen **school-wide accountability and harm-repair** by identifying response protocols and ensuring adults are actively involved.
 - Teach students appropriate use of **reporting tools** and reinforce trusted pathways for reporting concerns to adults.
- Engage parents, caregivers, and families as partners in well-being and bullying prevention. - Part of our immediate plan (updating google classroom/site, engaging parents in DHLP during open house, wrap around support meetings, etc)
- Ensure adults know students as **whole people** by learning about their identities, cultures, traditions, strengths, and interests

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 to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- engaging in ongoing, meaningful learning about the rights of Indigenous People and the United Nations Declaration on the Rights of Indigenous People (UNDRIP)
- provide supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- work with school and board supports to identify and reduce barriers to student engagement and success
- 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
- engage parents/caregivers in the [Circle of Support](#) by listening and valuing their expertise and knowledge of their child, sharing strategies and developing collaborative goals
- identify and connect students to culturally relevant school supports, inclusive clubs and safe spaces
 - BSA
 - GSA
- provide ongoing intervention and support to promote and sustain student well-being -
 - Connecting with CYC-P
 - Second Step Lessons
- employ [HDSB Bullying Response Protocol](#)
- 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 per HDSB Bullying Response Protocol
- participate in ongoing staff professional learning to build capacity and critical consciousness when addressing bullying
- understand the roles and responsibilities of principals, teachers and students

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.

Prevention Strategies include:

Goal: More consistency across the school with Tier 1 supports (Intentional and foundational language is similar)

- co-creating developmentally appropriate definitions of the **various forms of bullying**
 - Teach students to identify the [various forms of bullying](#), co-creating developmentally appropriate definitions that clarify the difference between rough play, conflict, and bullying.
 - Ask for lanyard - for duty/classroom spaces
 - Bullying Prevention Slides
 - See: [Kindness Campaign](#)
- explicitly teaching the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
 - See: [The Discriminatory and Harmful Language Protocol Lessons](#)
- including students in decision making and creating opportunities for student engagement (e.g., students on the Well-Being Team, student consultation, ongoing collaboration, etc.)
 - Create student wellbeing-team
 - *Students from grades 7-8*
 - *Met and organized initiatives*

- affirming student identity, voice, and choice
 - Reflected in visuals, books, and displays, learning about cultures and traditions, language inclusion, identity art

- using proactive measures to intentionally create inclusive learning spaces for every student
 - Adults model **emotional validation** with students regularly and make themselves available for supportive conversations - Trial with multi-divisions *Emotional Validation training with CYC-P*

- creating affinity (safe and inclusive spaces) within the school (i.e., GSA, [Black Student Alliance](#))
 - Connecting with staff members and students about creating such spaces and what they would look like
 - *Educators: Khan, CYC-P; Students: 6-8*

- connecting with historically marginalized and racialized students (consider consultation with the Indigenous Rights and Education team as necessary for Indigenous students)

- knowing and planning for students' strengths, areas for growth and interests
 - Educate staff, students, and families on **Indigenous rights and human rights**, including:- IPL is in the process of planning Indigenous Rights and Education with our school Indigenous Rights and Education team for school-wide education and action towards Truth and Reconciliation
 - The Ontario Human Rights Code
 - UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples)
 - HDSB's Indigenous Education Policy
 - Jan. 27th IPL Planning School-Wide Curriculum Support
 - Create and support **affinity spaces** (e.g., GSA, Black Student Advisory)- Find staff and students that would be interested in creating such spaces within the school

- implementing and monitoring inclusive, culturally responsive, and relevant teaching (CRRP) ([The Way Forward: Halton DSB Human Rights Equity Action and Accountability Plan \(2020 - 2024: One Page That Matters: Culturally Responsive and Relevant Pedagogy\)](#))
 - Engage staff in ongoing learning to consistently and immediately interrupt and address acts of racism and discrimination that they witness or have been made aware of, consistent with:
 - [The OCT Advisory on Anti-Black Racism](#) and [The OCT Professional Advisory on Addressing Hate and Discrimination](#) - Document dive for staff meeting
 - [The Discriminatory and Harmful Language Protocol](#)
 - [The Way Forward - Human Rights, Action and Accountability Plan](#) - Document dive for staff meeting
 - **CRRP** - [Words Matter Campaign](#) -The Equity, Inclusion, and Human Rights team has worked with students, staff, and parents to present the information and do the work.

- highlighting equity and inclusive education principles in daily classroom instruction and school activities
 - Culturally responsive read alouds, multi-ways of showing student work, student voice in learning goals,

- adults model [emotional validation](#) with students regularly and make themselves available for supportive conversations
 - **Permission to feel** - working with 3 divisions to teach emotional language/validation/regulation

Intervention Strategies include:

- coaching students how to effectively and intentionally interrupt and report bullying
 - DHLP Lessons
 - School-wide bullying response protocol lessons

- providing opportunities for regular check-ins with students who have been bullied, engaged in bullying or witnessed incidents of bullying, as per expectations from the [HDSB Bullying Response Protocol](#)
 - What is our common approach to this?

- ☑ ensuring every student can identify one caring adult in their school community
- ☑ using ‘teachable moments’ within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
 - What does this look like; Immediate Adult Intervention, Private Restorative Conversation, Restorative Follow-Up with both students, Link to classroom expectations, Progressive Discipline follow-up, Equity and Anti-Oppressive Lens
- ☑ applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- ☑ addressing any student behaviour that is likely to have a negative impact on school climate or learning environments
 - Not siloing this work “the grade 8’s are really bad this year!” → “How can I help support the work we are doing with the grade 8’s.”
- ☑ Follow the [HDSB Bullying Response Protocol](#) to repair harm and ensure accountability
- ☑ providing supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying, as per the [HDSB Bullying Response Protocol](#)
 - Private Restorative Conversation
 - Restorative Follow-Up with both students
- ☑ 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
 - Having a gentle check-in with the student, reach out to parent/caregiver, collaborative next steps, using equity and anti-oppressive lens

Planning School Strategies: Student Engagement and Learning

Schools to **select** a manageable balance of developmentally appropriate strategies that will engage students in to learn about bullying prevention and intervention.

Prevention Strategies include:

- ☑ co-creating definitions of the various forms of bullying
- ☑ identifying ways to prevent bullying in their class; in their grade; in their school
- ☑ learning and applying the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- ☑ everyone understanding and accepting their role and responsibilities as part of bullying prevention
- ☑ developing skills for healthy and respectful relationships
- ☑ engaging in awareness raising strategies (e.g., social-emotional learning, empathy, development of self regulation skills)
- ☑ adhering to the [Responsible Use Procedures for Information and Communication Technology \(ICT\)](#) regarding the use of personal electronic devices in school/classrooms
- ☑ participating in accountable talk, including CPS
- ☑ engaging in inquiry-based, experiential learning opportunities
- ☑ participating in Bullying Awareness and Prevention Week activities
- ☑ engaging in opportunities related to equity and inclusive education, bullying prevention, and leadership initiatives within the school

Intervention Strategies include:

- ☑ explicitly apply the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- ☑ effectively interrupt 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

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. **Professional Learning** will occur through staff meetings, professional learning days, system professional learning opportunities, school based release time, self - directed Annual Learning Plans, etc. **Schools to select the activities and learning they will engage in during this learning period.**

Prevention Strategies include:

- ☑ strengthening inclusive and culturally responsive and relevant teaching
- ☑ participate in professional learning to build capacity and critical consciousness when addressing bullying
- ☑ understanding and implementing a whole child approach to learning
- ☑ 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
- ☑ Implementation of [identity affirming bullying prevention resources](#) that specifically address disproportionalities and support schools in their learning and understanding of ways to engage students in increasing their cultural awareness and inclusive climates
- ☑ 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)
- ☑ 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](#)
- ☑ engaging in ongoing, meaningful learning about [The Way Forward - Human Rights, Action and Accountability Plan](#)
- ☑ framing teaching and learning around the gradual release model/level of support, based on class and student profiles
- ☑ learning to engage families to bring an awareness of bullying prevention and intervention strategies and to recognize the signs of bullying behaviour

Intervention Strategies include:

- ☑ 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
- Staff build their competency in exploring and responding to microaggressions through applying the steps from the Discriminatory and Harmful Language Protocol and the Bullying Response Protocol to interrupt different forms of bullying: stop and identify; explain; support; report; and, ensure accountability.
- 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)
- 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
- understanding the roles and responsibilities of principals, teachers and students

Monitoring

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 will be monitored, and by whom?

- Sense of belonging - survey results (Have Your Say), EQAO Data - Contextual Data (staff meeting debrief)
- At-risk students (e.g., mental health concerns, learning & behavioural challenges) On-going review of Intervention Plans (6 week cycle)
- Bullying - (referrals to office, Safe Schools Incidents Reports, Suspension Data)
- Wellness Plans - specific to students, with a planned monitoring cycle

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

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

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

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

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 were 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?

What resources were used to support teacher and student learning?

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

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

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

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

Resources

- [Discriminatory and Harmful Language Protocol](#)
- [HDSB Bullying Response Protocol](#)
- [OCT Professional Advisory Addressing Hate and Discrimination](#)
- [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)