

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

Please use [this link to submit your completed form](#) (EDIT) **and** [copy link to SIPSA Tool](#) (do not need to recreate in SIPSA).

Well-Being Team Membership		
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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 2025-2027	
Kindness	Learning
Strength: <ul style="list-style-type: none"> 93% and 97% of students agree/strongly agree that adults in their school model kindness/show kindness Area of Need: <ul style="list-style-type: none"> 20% of students disagree/strongly disagree that kindness happens regularly in their school 17% of students disagree/strongly disagree that their classmates are kind 	Strength: <ul style="list-style-type: none"> 93% of students agreed/strongly agree that educators provide opportunities for students to learn skills such as Critical Thinking and Problem solving, Communication, Collaboration, Creativity & Innovation, Self-directed Learning and Citizenship. 91% of students agree/strongly agree that their learning has prepared them for the next step in their learning experience (i.e., next grade, post-secondary, etc.) Area of Need: <ul style="list-style-type: none"> 22% of students disagreed/strongly disagreed that Educators use their interests to develop learning activities 34% of students disagree with the statement: "I am generally happy about going to school". 17% of students disagree or strongly disagree that the things they are learning are important to them.

<p>Relationships: Student/Educators</p>	<p>Relationships: Student/Student</p>
<p>Strengths:</p> <ul style="list-style-type: none"> 93% of students agree or strongly agree that teachers at their school care about the students. 90% of students agree or strongly agree that their teachers are there for them when they need them 96% of students agree or strongly agree that their teachers have high expectations for them. <p>Area of Need:</p> <ul style="list-style-type: none"> 15% of students disagree or strongly disagree that their teachers are open and honest with them. 23% of students disagree or strongly disagree that their teachers are interested in them as a person and not just as a student. 	<p>Strengths:</p> <ul style="list-style-type: none"> 96% of students agree or strongly agree that there are students at their school who care about them. 99% of students agree or strongly agree that they have some friends at school. <p>Area of Need:</p> <ul style="list-style-type: none"> 22% of students disagree or strongly disagree that students at their school respect what they have to say.
<p>Well-being</p>	<p>Bullying</p>
<p>Area of Strength:</p> <ul style="list-style-type: none"> 69% of students reported that if they had an issue at school they would feel comfortable or very comfortable reporting it to a teacher. 89% of students reported that if they had an issue at school they would feel comfortable or very comfortable reporting it to parent/and or guardian. <p>Area of Need:</p> <ul style="list-style-type: none"> 40% of students feel lonely sometimes (28%), often, or all of the time. 73% feel nervous or worried sometimes (43%), often, or all of the time. 51% feel "stressed out" sometimes (29%), often, or all of the time. 47% feel sad sometimes (32%), often, or all of the time. 	<p>Area of Strength:</p> <ul style="list-style-type: none"> 79% of students reported they feel satisfied or very satisfied with the steps the school has taken to prevent bullying at school 87% of students reported they feel satisfied or very satisfied with the steps their school has taken to address bullying 83% of students felt educators or school staff talk to students who have been bullied <p>Places where bullying happens:</p> <ul style="list-style-type: none"> -Outside on school property (parking lot, field) 24% -Outside of school property 17% -Hallways/stairwells/exits 14% -Electronically (Social media, Text messages) 12% -Classrooms 11% -Gym 6% -Washrooms/change rooms 6% -School buses 4% -Lunchroom, Other rooms (library, computer room, etc.) 4% -Open common area (e.g., forum, foyer, piazza) 1% -In or around portables 1% <p>Total 161 100%</p> <p>Students had the opportunity to respond using an open-text response option. A total of 6,535 responses were recorded for Gr. 7-12 students for this question in 2025. This page presents a summary of common/recurring themes and quotes from students. This information is reported at the board level only.</p> <ul style="list-style-type: none"> ◊ Many students expressed they wish to see the existing policies on bullying being reinforced immediately following bullying incidents ◊ In addition, students believe that rules/policies on bullying and consequences for bullying should be stricter to serve as a deterrent ◊ Install more cameras around the school and check them after a bullying incident ◊ Encourage students to report bullying incidents ◊ Take student concerns seriously, listen to both parties involved and other students present ◊ Provide support for the victims of bullying (e.g., have counsellors and social workers available) ◊ Educate students on the mental health impacts of bullying ◊ Educate students about LGBTQ2S+ community, ableism, racial discrimination, religious discrimination, homophobia and microaggressions ◊ Pay more attention to the psychology of different students ◊ There's also a strong sentiment that victims should be allowed to defend themselves ◊ Students also indicated that more supervision/monitoring should be enforced during lunch breaks in the hallways and in the school yard. Monitoring during the class time was also mentioned

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 by implementing culturally responsive and relevant practices, that are grounded in anti-colonial and anti-oppressive practices, that support and celebrate students' identities and assets, so that they see themselves reflected in the school environment and in their learning.
- 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, and by operationalizing our value of kindness.
- 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 classroom observations, parent feedback, student learning profiles/empathy maps, street data (kindness definition data from all stakeholders, data tracking acts of kindness)
- suspension data/safe school incident reporting/office referrals
- Staff input and data collected through google forms surveys about the Well-Being and Bullying Prevention/Intervention Action Plan and its impact to reduce the [seven forms of bullying](#) (e.g., data collected about implementation of Positive Greetings at the Door)

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](#), [Discriminatory and Harmful Language Protocol](#) and the [Bullying Response Protocol](#) with students at the start of the year, using lessons and resources to support understanding

- Include information about the [HDSB Code of Conduct](#), [Discriminatory and Harmful Language Protocol](#) and the [Bullying Response Protocol](#) in our family handbook that is shared as a link each Friday with our weekly communication; provide staff with board-provided lessons and resources to support the explicit teaching of this, linked in our Staff Hub and shared in our staff weekly; as well as continued review of these protocols and expectation for staff to review with classes when returning to school after long breaks and holidays ([Code of Conduct resources](#))
- On first PD day before first day of school, review our school-wide action of using the “Positive Greetings at the Door” protocol each morning to set the positive and inclusive tone for the day and do a well-being check-in with students upon arrival
- Review the [seven forms of bullying](#) with staff and support the well-being team with creating classroom resources and lessons to share with staff to help teach prevention and intervention strategies for the [seven forms of bullying](#); provide resources (e.g., [Bullying Prevention & Intervention Library Resource List](#))
- Use a Collaborative Problem solving approach and Restorative Practices to give students voice, choice and agency in regulating their behaviour, validating emotions, building empathy and perspective-taking, repairing relationships when harm has occurred, and doing better once we know better; invite IPL to present an overview of Collaborative Problem-Solving, and then check-in with staff at the December staff meeting to see if there have been any shifts in practice or feedback about using CPS
- Develop classroom resources with our Thrive leadership committee, to support students with using [Discriminatory and Harmful Language Protocol](#) and the [Bullying Response Protocol](#); support staff and build confidence with using the DHLP and BRP and with communication with families
- Engage staff in ongoing Indigenous and Human Rights learning, in alignment with the board’s Way Forward, to consistently and immediately interrupt and address acts of discrimination and/or anti-Black racism that they witness or have been made aware of, consistent with the [OCT Advisory](#) and the training provided at a staff meeting about [Addressing Anti-Black Language](#); engage IPL support for co-planning with our grade 8 team; develop a 3 year plan and goals with the Indigenous Ed team and IPLs to move the work forward
- During administrator weekly virtual read-alouds choose culturally relevant books and books that celebrate our students’ identities and support educating students on kindness, belonging and Human and Indigenous Rights
- Create a proactive sensory room schedule to proactively support students’ self-regulation skills; build a sensory pathway
- Partner with community constable to support student learning about cyber-bullying and being positive digital citizens
- Partner with a community organization or speaker to support a school-wide presentation for Black History Month; partner with families to recognize other significant days or months that are connected to our students’ identities
- Promote and provide student leadership opportunities (e.g., Leadership Club, Student Announcers, Classroom Monitors, Student Senate, Intramural Leaders, Learning Buddies, Mental Health and Well-being Club)
- Implement [Culturally Responsive and Relevant Social Emotional Learning \(SEL\)](#) in the classroom (e.g., PD for staff about emotional validation, being conscious of bias and having high expectations for all students, community circles, CYC whole class lessons, First Step training for staff, Social Detectives small group learning, TRAILS and CBT groups)
- Students and staff will have opportunities to connect with nature and the outdoors in order to increase awareness of self and nature (e.g., we are a year one Experiential Education School and our lead teachers have release time to support their learning and they lead the learning with staff during staff meetings and on PA days; outdoor education)
- Support staff with knowing each other and their students as whole people, by learning more about each others’ identity, culture, beliefs, traditions and values
- 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)
 - [Discriminatory and Harmful Language Protocol](#)
 - The Bullying Response Protocol
 - Culturally responsive, identity-affirming anti-bullying resources
- Provide support (e.g., Keep Safe Plan) and regular check-ins for students who have been bullied, engaged in bullying, or witnessed bullying.
- Use case studies at the staff meeting to 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](#)
 - [Discriminatory and Harmful Language Protocol](#)
 - [The Way Forward – Human Rights, Action and Accountability Plan](#)
- Adults will model **emotional validation** with students regularly and make themselves available for supportive conversations; advocate for staff to choose a vulnerable student to mentor and champion
- Educate staff, students, and families on **Indigenous rights and human rights**, including:
 - The Ontario Human Rights Code

- UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples)
- HDSB's Indigenous Education Policy
- Build **healthy, supportive relationships** (student–student and student–educator) and promote student voice and engagement opportunities (e.g., Well-Being Teams).
- 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, inquiry-based learning, Five Talk Moves, Ladder of Inference, Culture Jars, Where I am From poem)
- 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 (e.g., Empathy Maps)
 - 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
- 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; use CPS
- 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
- Provide ongoing intervention and support to promote and sustain student well-being
- Employ HDSB Bullying Response Protocol and build safe plans that staff support with intentional check-ins and skill-building
- 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:

- co-creating developmentally appropriate definitions of the **seven forms of bullying and teaching resources**
- 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

- including students in decision making and creating opportunities for student engagement (e.g., students on the Well-Being Team, student consultation, ongoing collaboration, etc.)
- affirming 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 Advisory)
- 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
- 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 model [emotional validation](#) with students regularly and make themselves available for supportive conversations

Intervention Strategies include:

- coaching students how to effectively and intentionally interrupt and report bullying
- 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](#)
- ensuring every student can identify one caring adult in their school community
- learning about a [bias-free progressive discipline approach](#) as well as mitigating and 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 [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
- 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](#)
- 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

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)
- learning through constructivist approaches (shared meaning and understanding)
- 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, including CPS
- 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 and the United Nations Declaration on the Rights of Indigenous People (UNDRIP)
- engaging in opportunities related to equity and inclusive education, bullying prevention, and leadership initiatives within the school
- other:


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
- other:

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 [Culturally Responsive Anti-Bullying 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](#),
 ORIGINAL (Make a copy) The Way Forward; School Implementation Guide
- implementing culturally responsive and relevant practice to guide teaching practice (high expectations, critical consciousness ([Critically Conscious Guiding Questions](#)), and cultural competence)
- 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. h 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)
- 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

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?

- Conversations:
- Check-ins with students who have been bullied, and their families, will be made by admin, SERTs and teachers
 - Conversations and consultation to interrogate bias, consider mitigating factors and determine progressive discipline steps and consequences with admin, Safe Schools, System Principals of Human Rights and Indigenous Rights, Safe Schools, will be monitored by admin
 - Restorative conversations monitored by admin
 - CPS conversations monitored by educators
 - Positive Greetings at the Door protocol monitored by educators and admin

Observations

- Walk throughs connected to SIPSA and well-being goals to be developed and monitored by admin
- CRRP monitoring by admin during the teacher performance appraisal process

Products

- Bullying Intervention Plans that are case specific (e.g., Keep Student Safe Plans and check-ins)
- I am From Poems, Culture Jars, Empathy Map learner profiles embedded into SIPSA plans to engage staff in understanding student identities and CRRP, monitored by admin
- Bullying Awareness and Prevention week, Code of Conduct, DHLP, Seven Forms of Bullying and Kindness resources to teaching and learning
- Theme days to uplift student identities and important messages

- Cultivating Kindness book talk monitored by admin and the Thrive Committee
- Data collection connected to our value of kindness to action and operationalize a plan, monitored by admin and the Thrive Committee
- Student leadership opportunities (e.g., Learning Buddies, Mental Health and Well-being Club, Leadership Team, Student Senate)
- Community organization partnerships or speaker presentations to support plans and goals (e.g., Miracle on Main, Georgetown Food Basket)
- Weekly virtual read-alouds by admin

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)