

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

## Well-Being Team Membership

<p><i>Administrator</i></p> <p>Brent Bielza</p>	<p><i>Teacher(s) including the Human Rights and Equity advocate(s)</i></p> <p>Emma Cross Trevor Price Colette Peaker</p>	<p><i>Non-Teaching Staff Members</i></p> <p>YSS - Zebun Khan CYC - Simon Power SERT Team - Colette Peaker, Laura Kay, Amber Hunt IPL - Bryna Stimers, Erin Walsh Psych-ed Consultant - Bonnie Mackinnon Modi SLP - Lisa Dykstra BLV - Alysha Carnegie</p>
<p><i>Parent/Guardian(s)</i></p> <p>Ginny Deol Parent Council - ongoing consultation and updates Parent Roundtable Parent Translation Services</p>	<p><i>Community Partner(s)</i></p> <p>Public Health Nurse Christine Robinson to consult on our Healthy Schools Certification and Well Being Initiatives The ROCK - Crisis Line, Walk-in Clinic and ongoing Consultation Services for Families and Students</p>	<p><i>Student(s)</i></p> <p>Student Ambassadors Student Leadership Team Athletic Council GSA BSA</p>
<p>Well-Being Contact Person (must be a staff member)</p> <p>Trevor Price Emma Billyard Cross</p>		<p>Contact Email Address</p> <p><a href="mailto:pricet@hdsb.ca">pricet@hdsb.ca</a> <a href="mailto:billyardcroe@hdsb.ca">billyardcroe@hdsb.ca</a></p>
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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](#)

As we enter our fourth year, our school utilized its **Have Your Say Data**, which indicated that **harmful and discriminatory language** significantly undermined students' sense of safety and belonging. In response, we implemented the **Discriminatory and Harmful Language Protocol**, providing constant professional development for all staff and establishing the **Guardians Well-Being Student Group** to deliver student-friendly presentations on the Protocol and the meaning of being a "Guardian." Complementing this focus on safety and respect, students also lead regular school assemblies to promote positive core values like **Gratitude, Humility, and Action**.

#### Discriminatory and Harmful Language Protocol -

- Capacity Building with Staff and Students - as a school key educators and CYC conducted classwide instruction, Grades 1-8, to review the protocol ensuring that age and stage language and understanding was at the forefront of those conversations.
- Reviewed Discriminatory and Harmful Language Protocol with staff at the beginning of the year - reinforcing the position that all students are our students and we all have a necessary role to play when interrupting negative actions by students, including following the intervention steps as well as the new implementation of the Bullying Prevention and Intervention Plan.
- Stakeholders: All
- Support Staff Involvement: CYC - Simon Power

#### Permission to Feel -

- All staff are currently undergoing "RULER" training to implement the 4 focus areas (Charter, Mood Meter, Meta Moment, and Blueprint) into our daily classroom routines, norms, and conversations. These capacity building activities continue to be reinforced during staff meetings and PD Day opportunities.
- Stakeholders: All
- Support Staff Involvement: Permission to Feel Team

#### Unlearn - [Equity Database] [Unlearn with Us]

- Working with students, staff and families to explore the personal and systemic biases while building capacity with all stakeholders to increase the confidence in having conversations about groups and individuals who are marginalized (e.g., Black, 2S and LGBTQIA+, Indigenous) within the community
- Stakeholders: All
- Support Staff Involvement: Unlearn Team

#### Anti- Colonial Practice Shift - [Planning Document]

- In reviewing our SIPSA goals, as a staff we recognized the work that we need to do around what is colonial practice? As well as, what does an anti-colonial school look like, sound like, feel like at Rattlesnake Point. Using resources such as, "Wheel of Power and Privilege"
- Stakeholders: Staff
- Support Staff Involvement: Kristin Marshall (Math AQ Lead Teacher)

#### Early Warning Systems - [Planning Document] [YSS Introduction]

- Early warning system indicators are designed to identify students at risk of academic, behavioral, or social challenges early on. It is worthwhile to have a conversation with your grade team/support staff group about any students that you would consider meeting this criteria.
- Stakeholders: Staff
- Support Staff Involvement: Baljinder Kaur

#### Wrap Around Support - [Staff PD]

- Early identification and prevention services can make a critical difference for a student who is having difficulty with their thoughts, behaviour, or emotions. As children and youth spend most of their day in school, educators have an important role in helping to identify students in need of more support and reinforcing helpful skills and strategies in the classroom.
- Stakeholders: All
- Support Staff Involvement: Simon Power, SERT Team

#### Whole Class CYC Programming - support Second Step programming within classrooms to support and reinforce strategies centering around friendship, wellness, empathy and compassion towards oneself and others.

- Stakeholders: Students, Staff
- Support Staff Involvement: Simon Power

## 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
  - Culturally responsive, identity-affirming anti-bullying resources
- 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](#)
  - [The Discriminatory and Harmful Language Protocol](#)
  - [The Way Forward – Human Rights, Action and Accountability Plan](#)
- Implement anti-oppression and anti-racism practices
- Adults model **emotional validation** with students regularly and make themselves available for supportive conversations
- 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
- Create and support **affinity spaces** (e.g., GSA, Black Student Advisory)
- 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)
- 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.
- 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
- provide ongoing intervention and support to promote and sustain student well-being
- 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:

- co-creating developmentally appropriate definitions of the **various forms of bullying**
- 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](#)
- 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?

- Have Your Say Survey by Well-Being team and Grade Teams
- Guardianship Survey (RSP Specific Data) which includes a Pre and Post Assessment

Conversations:

- Informal conversations between staff on grade teams and within staff members
- Guardian Student Well Being Team reporting back to staff on student voice
- CYC class visits
- Class wide instruction (Discriminatory & Harmful Language Protocol) led by Student Well Being Group and oversight provided by Well-Being Team
- Daily Permission to Feel mood meter check ins - announcements
- Professional Development - Staff Meeting, PD Day (Equity and Wellbeing - Permission to Feel, anti-Black racism, anti-colonialism)
- Community circle conversations within class community

Observations:

- Permission to Feel posters on walls and in each classroom, and lanyard charts on teacher person
- Unlearn poster discussions and reflections posted visibility in the learning environment
- Diversity and wellbeing posters around the school on each floor level visible to all members of school community
- Staff stopping at Permission to Feel to feel posters in hallways to check in with students (e.g., IRT checking in with students before and after reading/writing tasks)

Products

- Google Slide deck curating equity activities (e.g., unlearn word of the week classwides, community circle activities)
- Sharing pictures of cross-divisional activities (e.g., Kindie and Grade 3 wellness chats)
- Class charters in each classroom
- Student voice in products posted throughout the school (e.g., gratitude grams)
- School Website

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

- Pre and Post student Survey

## Monitoring Student Well-being: A Continuous Cycle

### 1. What and How Will Be Monitored

**Monitoring Category: Conversations**

- **What is Monitored:** Emotional state, social dynamics, sense of belonging, and safety.
- **How it is Monitored (Data Points):** Student check-ins (e.g., daily "Permission to Feel" mood meters), staff-to-staff discussions (grade teams), parent-teacher meetings, community circles, and debriefs from the Student Well-Being Group.

#### **Monitoring Category: Observations**

- **What is Monitored:** Student behavior, social interactions, and environment use.
- **How it is Monitored (Data Points):** Classroom walk-throughs (noticing engagement/isolation), recess/hallway monitoring (identifying social groups, conflicts), and tracking the visible use of well-being resources (e.g., stopping at posters).

#### **Monitoring Category: Products**

- **What is Monitored:** Documented needs, plans, and student voice.
- **How it is Monitored (Data Points):** Review of intervention plans, behavior notes, student-created work (e.g., class charters, reflection journals), and reports from counseling or support services.

### **2. The Intervention Cycle: When and By Whom**

Well-being monitoring is implemented using a systematic intervention cycle.

#### **PLAN (Identify Risk)**

- **When:** Daily/Weekly (Review mood meter data); Monthly (Review staff observations and incident reports).
- **By Whom:** Classroom Teachers, Well-Being Team, Administrators.
- **Key Action:** Identify students who exhibit consistent low well-being scores, withdrawal, or frequent relational conflicts (bully, victim, witness).

#### **DO (Implement Support)**

- **When:** Immediate/Ongoing (Within one week of identification).
- **By Whom:** Classroom Teachers, Well-Being Team, Child and Youth Counsellors (CYC), Support Staff.
- **Key Action:** Initiate specific Tier 2 or Tier 3 interventions (e.g., individual check-ins, targeted social skills groups, referral to external services, implementation of the Discriminatory and Harmful Language Protocol).

#### **STUDY (Monitor & Adjust)**

- **When:** Bi-weekly/Monthly (Structured check-in meetings).
- **By Whom:** Grade Teams, Well-Being Team.
- **Key Action:** Analyze intervention progress notes (products), discuss changes in student behavior (observations), and gather feedback from the student and parents (conversations). Determine if the plan is working.

#### **ACT (Sustain/Re-Target)**

- **When:** Quarterly/End-of-Term (Review of overall impact).
- **By Whom:** School Administration, School Improvement Team.
- **Key Action:** Sustain effective strategies, modify ineffective plans, or move the student to a less/more intensive support tier. Use aggregated data to inform school-wide PD or policy adjustments.

### **3. Identifying Students Most At Risk**

- **The Bully, Victim, or Witness:** Systematic monitoring provides context to identify and support all students involved in conflict cycles. Intervention plans must address the unique needs of the

aggressor, the target, and the bystander.

- **Data Integration:** Comparing data across all three categories (conversations, observations, products) allows the school to create a holistic student profile, ensuring immediate, comprehensive intervention for those students who show consistent risk indicators.

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

Permission to Feel ; all students are aware of the 'Mood Meter' as it is visible and present on daily announcements and printed and posted within the classrooms and large scale in the hallways on each floor. Students engage in daily discussions on their feelings and the feelings of others, building empathy and identifying their emotions, allowing them to develop understanding for their own emotional responses and the responses of others. Students also identify an 'Uncle Marvin' ; a caring and inspiring person in their lives as part of our school wide initiatives on Permission to Feel

- Unlearn ; weekly discussions and conversations around a 'word of the week' (e.g., equity, ableism, xenophobia, microaggressions) that occur in each classroom. These conversations are documents in a Google Slide deck and within activities in the school.

- Discriminatory and Harmful Language Protocol ; In tandem with these conversations on unlearn topics, each classroom has engaged in guided discussions around the protocol at developmentally appropriate ages and stages (i.e., Primary, Junior, Intermediate). These conversations provided students with words and actions in order to intervene and support others when discriminatory and harmful language is being demonstrated by others.

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

## Challenges Encountered in Well-being and Equity Work

Our work on safety and belonging faced two primary challenges this year: the prevalence of **Anti-Black Racism (ABR)** and the use of **casual discriminatory language**.

### 1. Grade Level(s) Experiencing the Most Challenges

The **Intermediate students (Grades 6–8)** experienced and identified the most significant challenges.

#### Why the Intermediate Level?

- **Preliminary Survey Data:** Our preliminary survey results confirmed that Intermediate students perceived Anti-Black Racism as the **biggest issue** impacting their well-being and sense of safety.
- **Social and Developmental Factors:** This age group is navigating complex social structures, identity formation, and peer influence, leading to increased exposure to and experimentation with discriminatory language, often used casually.
- **Data Consistency:** The identification of both overt ABR and casual discriminatory language (which may include microaggressions or slurs) within this level highlights the urgent need for targeted intervention during the critical pre-high school years.

### 2. Anti-Black Racism: Our Biggest Issue and Improvement Plan

Addressing Anti-Black Racism is the most critical challenge for our school community. We are committed to taking targeted, proactive steps next year.

#### Improvement Plan: Next Steps

- **Student Support & Voice:** We will endeavor to establish a **Black Student Alliance (BSA)** to provide a space for support and student leadership.
- **Targeted Intervention:** We will plan to meet with **at-risk students** identified as potential targets or perpetrators of ABR and/or discriminatory language.
- **Community Partnerships:** We will work to form robust **community partnerships** focused on supporting Black students and delivering anti-racism education resources and mentorship.

- **School-Wide Education:** We will plan and launch comprehensive **school-wide campaigns specific to Anti-Black Racism** that aim to educate our whole community (Students, Staff, and Parents/Guardians) on the historical and contemporary impacts of ABR.

Based on the challenges identified—specifically the prevalence of **Anti-Black Racism (ABR)** and **casual discriminatory language** among Intermediate students—the next steps focus on targeted intervention, systemic change, and community engagement.

### 1. What are the Next Steps? (The Improvement Plan)

The primary next steps are centered on proactive measures to address ABR and enhance student support:

- **Establish a Black Student Alliance (BSA):** Create a dedicated, safe space for Black students to find support, mentorship, and leadership opportunities.
- **Targeted Interventions and Meetings:** Initiate consistent meetings with identified at-risk students (potential perpetrators, victims, or witnesses of ABR and discriminatory language).
- **Form Community Partnerships:** Secure partnerships with external organizations specializing in anti-racism education and supporting Black youth to enrich school resources and mentorship.
- **Launch School-Wide Campaigns:** Plan and execute comprehensive school-wide education campaigns specifically focused on Anti-Black Racism to educate the entire community (students, staff, and parents/guardians).
- **Sustain Core Initiatives:** Continue the daily well-being check-ins (e.g., Permission to Feel) and student-led character assemblies (Gratitude, Humility, Action).

### 2. Which Students Need More Support?

- **Black Students:** Need targeted support, safe spaces, and identity affirmation due to the prevalence of Anti-Black Racism identified in the preliminary survey.
- **Students At Risk of Conflict:** Need intensive intervention (Tier 3 support) for those who are identified as the **bully, the victim, or a witness** of harmful/discriminatory language and ABR.
- **All Intermediate Students:** Need education on the impact of casual discriminatory language and the skills for bystander intervention and restorative dialogue.

### 3. How Can They Best Be Supported?

- **For Black Students (Affirmation & Voice):** The **Black Student Alliance (BSA)** provides a sense of belonging, peer mentorship, and an official channel for their voices to influence school policy and climate. **Community Partnerships** offer culturally relevant external mentorship.
- **For Conflict-Involved Students (Targeted Skill-Building): Individualized Intervention Plans (Products),** supported by the Well-Being Team and CYC, address the root cause of the behavior. This includes specialized support for the aggressor (emotional regulation, empathy), the target (safety planning, building resilience), and the witness (empowering action, reporting protocols).
- **For Intermediate Students (Preventative Education): School-Wide Anti-Black Racism Campaigns** and the **Discriminatory & Harmful Language Protocol** (Class Wide Instruction) raise awareness and establish clear, high expectations for respectful conduct. **Community Circles** in the classroom provide a regular safe space for dialogue.

### 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?

As a new school, our successes are seen mostly in our ongoing evidence collection and observations. For example, we feel strongly that our successes include: school-wide knowledge and understanding of Permission to Feel - students and staff using common language and strategies to engage in dialogue around mental health and wellbeing. Secondly, Grades 1-7 students have engaged in classwide Discriminatory and Harmful Language Protocol conversations and strategies. This included CYC support and Student Success to ensure all classrooms had common language and understanding when identifying harmful language and interrupting harmful language and supporting others who have experienced discrimination and harmful language.

What resources were used to support teacher and student learning?

- Permission to Feel by Marc Brackett
- unlearn posters and resources
- Human Rights Code
- The Way Forward - Human Rights Equity Action and Accountability Plan
- HDSB Harmful Language Protocol
- HDSB Code of Conduct
- HDSB Multi Year Plan
- HDSB Bullying Prevention and Awareness Resources
- HDSB Bullying Prevention and Intervention Administrative Procedure
- HDSB Selection of Instructional and Library Resources Administrative Procedure
- Bias Free Progressive Discipline
- Unlearn Poster Pack and Discussion Guides
- Supporting Minds
- Learning for All
- CPS (THINK Kids Resources)
- Restorative Practices
- BMS Training

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

- Emotional Intelligence connected with Permission to Feel
- Anti-Black racism resources in tandem with support from Equity IPL team
- Indigenous knowledge and perspectives shared through Nick Bertrand to reflect school values (gratitude, humility, action)
- Connections with the Welcome Centre and support in equity and inclusive work
- Integrative Thinking to build perspective and problem solving strategies with Nogah Kornberg

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

### **Community-Wide Education and Sensitivity**

The most substantial challenge encountered was the effort required to educate our **entire school community**, not just the students, on sensitive equity issues like the Discriminatory and Harmful Language Protocol and Anti-Black Racism.

#### **Why this was challenging:**

- **Educating the Whole Community:** We are endeavoring to shift culture across all stakeholders (students, staff, and parents), which requires sustained effort and communication beyond the classroom walls.
- **Navigating Diverse Beliefs:** We must deliver this essential equity education while remaining **respectful of the diverse faiths and beliefs** present within our community. This required careful planning and nuanced delivery to ensure the core message of safety and inclusion was received without alienating members who hold differing cultural or personal perspectives.
- **Change Resistance:** Shifting long-held community norms and confronting issues like casual discriminatory language and ABR requires overcoming natural resistance to change and challenging biases among some adult community members.

### **2. Operational and Staff Instability**

Our school's structure as a holding school for a new facility created major operational challenges that impacted the continuity and consistency of our Action Plan.

#### **Why this was challenging:**

- **Significant Staff Loss:** We are still navigating the repercussions of a **huge staff loss and corresponding student population change** as a result of being the holding location for a new school.
- **Loss of Key Personnel:** Crucially, we **lost some key staff members** who were central to leading and sustaining the well-being and equity initiatives, including those instrumental in analyzing data, running the well-being team, and driving professional development.
- **Impact on Consistency:** The loss of institutional memory and key leaders led to inevitable pauses, inconsistencies, and additional burdens on remaining staff, making the consistent, school-wide implementation of new protocols and PD cycles significantly more difficult.

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

- Furthering capacity building in staff development of skills and resources
- Capacity building and community partnerships in educating and engaging families and community stakeholders
- Continuing to monitor and collect data as our new school community settles (e.g., our first Have Your Say results)

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

- Having the team review and analyze Have Your Say results and make amendments to our Action Plan that reflect the strengths and needs of these results
- Continue to build relationships and connections between students, families, and community stakeholders
- Further develop our Guardian Student Well-Being Team

## 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)