

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

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Well-Being Team Membership		
<i>Principal and/or Vice Principal</i> Mark Duley - Principal Luisa Botelho - Vice-Principal	<i>Teacher(s) including the Human Rights and Equity advocate(s)</i> Carina D'Souza & Sahar Monzavi-Bacon Kim McMillan & Maria Valladares	<i>Non-Teaching Staff Members</i> Meghan Hamilton (SSW)
<i>Parent(s)</i>  Barbara Coulston Michelle Stockton Sadaf Masood	<i>Community Partner(s)</i> Halton Black Voices Welcome Centre Settlement Program	<i>Student(s)</i> Anaya Chaudhary Jasjeet Bacheer Onaiza Khan Jasmine Church
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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 2022-2024](#)

The school year 2021-2022 was the first year for our school and thus we only had grade 9 students participate in the survey, making it a smaller sample size of a total of 106 students. Our overall results showed how most of our students felt safe, happy and accepted in our school. There are many different factors contributing to these results, including the fact that we only had 130 students, but most importantly due to the EMSS Vision & Values - [HERE](#). Here are some highlights of our results:

#### Sense of Belonging:

- 80% of our students agree that they enjoy being at school; and 82% feel like they belong at our school; 80% feel accepted by adults in our school;

#### School Climate:

- 93% state that our school is a friendly and welcoming place; 96% agree that adults in our school listen to the students; 94% agree that teachers care about students;

Feeling unwelcome and uncomfortable - students were invited to specify the reasons for ever feeling unwelcome or uncomfortable at their school and these were the top three reason:

- The way I look; My grades or marks; and my mental health;

#### Physical and Overall Well-being:

- 94% are aware that our school has support to help students with their mental health and well-being;

#### Representation:

- over 80% of our students reported that at our school they feel people like them are reflected positively in our school resources;

Safety:

- 95% feel safe at our school; at my school; 92% I feel that all areas of my mental well-being are supported (e.g.cognitive, social, spiritual, physical well-being)

Bullying:

- 71% said they satisfied/very satisfied with the steps the school has taken to prevent bullying among students; interesting that 19% stated they did not know;
- Amongst the types of bullying (physical; verbal; social, cyber and sexual) the one that was of most concern was social and verbal;

As we reflect on our data from last year, we need to bring to the forefront that we had a very small student population, and that as we grow we will need to continue to to be responsive to all those we serve while leading a school and implementing the foundational values of Elsie MacGill, and the whole person approach. At Elsie MacGill we live and breathe adaptability, relationships, open communication, accountability, engagement, and innovation. We also continue to learn that students, staff and families in our community have similar wishes: to be seen, heard, to matter and to achieve their full potential in life. And thus we need to continue to engage in meaningful conversations with students, staff, families and the community at large to continue to support a strong sense of belonging where every student is known, valued and cared for in our school. "If you want to go far, go together" African Proverb – Martha Goedert.

### 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 2024, there will be a 5% **decrease** in the *percentage of students who experience bullying*, while addressing disproportionalities\* for Indigenous and Black students, gender diverse students, sexually diverse students and students with IEPs.
- By June 2024, there will be a 5% **increase** in the *percentage of students feeling safe at school*, while addressing disproportionalities\* for Indigenous and Black, gender diverse students, sexually diverse students and students with IEPs.
- By June 2024, there will be a 5% **increase** in the *percentage of students experiencing a positive school climate and sense of belonging*, while addressing disproportionalities\* for Indigenous and Black students), gender diverse students, sexually diverse students and students with IEPs.

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

#### Measures

##### Board

- Have Your Say Survey System Results 2024
- School Self Assessments
- Administrator and Staff Feedback through Superintendent visits

##### Schools

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

## School Actions: Reaching the Goals

Researched - based actions to engage staff and students - 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

- review the HDSB [Code of Conduct](#)
- introduce the [seven forms of bullying](#) \* to be rolled out as part of the revised *Bullying Prevention and Intervention Plan (January 2023)*
- learn about a bias-free progressive discipline approach as well as mitigating and other factors that influence behaviour
- teach prevention and intervention strategies for the [seven forms of bullying](#) \* to be rolled out as part of the revised *Bullying Prevention and Intervention Plan (January 2023)*
- the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) are reflected in all intervention strategies and adults **must** be involved; and, identify ways that this information will be communicated and shared with all stakeholders
- engage staff in ongoing learning to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of, consistent with the [OCT Advisory](#)
- work with student groups and other partners to create school-based anti-racism education campaigns to educate all stakeholders on the Human Rights Code
- engage staff in ongoing, meaningful learning about [The Way Forward - Human Rights, Action and Accountability Plan](#)
- create affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Advisory, IREN)
- engage staff in ongoing learning to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of, consistent with the [OCT Advisory](#)
- identify the school's response protocol to repair harm and ensure accountability
- build healthy relationships - student/student relationships; student/teacher relationships
- build supportive learning environments
- engage parents and families
- promote and provide student leadership opportunities
- educators incorporate and regularly review teaching/learning materials (e.g., well-being activities), using the [Critically Conscious Guiding Questions](#) to identify and remove barriers to accessibility, negative bias and discrimination.
- Implement [Culturally Responsive and Relevant Social Emotional Learning \(SEL\)](#) in the classroom
- students have opportunities to connect with nature and the outdoors in order to increase awareness of self and nature
- adults know their students as a whole person, not just as a student by learning more about each students' identity, culture, beliefs, traditions and values
- teach the appropriate use of the online reporting tools and the ways for reporting to an entrusted adult

### Intervention Actions We Will Take To Support Reaching The Goals:

- use ‘teachable moments’ within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- respond to any student behaviour that is likely to have a negative impact on school climate or learning environments
- staff build their competency in exploring and responding to microaggressions through applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- provide supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- adults reach out to students and their parents/caregivers when they are concerned about the student’s physical social or emotional safety and well-being
- adults advise students regularly that they are here to support them and make themselves available for supportive conversations
- 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 positive student behaviour
- employ the school’s response protocol to repair harm and ensure accountability
- provide a variety of asset based, anti-oppressive supports and resources for students - from early prevention to more intensive interventions (in cases of persistent bullying)
- follow up after bullying incidents with students, parents, teachers, and other school staff as appropriate
- participate in ongoing professional learning to build capacity and critical consciousness when addressing bullying
- understand the roles and responsibilities of principals, teachers and students

### Planning School Strategies: Instruction

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

**Instructional Prevention Strategies** include:

Strategies that are already actively in place have been highlighted in **green**

Strategies that are in-progress are highlighted in **yellow**

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

- adults advising students regularly that they are here to support them and make themselves available for supportive conversations

**Instructional Intervention Strategies** include:

- coaching students how to effectively and intentionally interrupt bullying
- providing opportunities for regular check-ins with students who have been bullied, engaged in bullying or witnessed incidents of bullying
- ensuring every student can identify one caring adult in their school community
- learning about a [bias-free progressive discipline approach](#) as well as mitigating 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 Bullying Prevention and Intervention Protocol (release January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- responding to any student behaviour that is likely to have a negative impact on school climate or learning environments
- employing the school's response protocol to repair harm and ensure accountability
- providing supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- adults reaching out to students and their parents/caregivers when they are concerned about the student's physical social or emotional safety and well-being

### Planning School Strategies: Student Engagement and Learning

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

**Prevention Strategies** include:

Strategies that are already actively in place have been highlighted in **green**

Strategies that are in-progress are highlighted in **yellow**

- co-creating definitions of the [seven forms of bullying](#) \* to be rolled out as part of the revised Bullying Prevention and Intervention Plan (January 2023)
- 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 Bullying Prevention and Intervention Protocol (release January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- engaging in role play to practice applying the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) based on bullying scenarios and learning how to ask for help
- understanding and accepting their role and responsibilities as part of bullying prevention
- developing skills for positive and respectful relationships
- engaging in awareness raising strategies (e.g., social-emotional learning, empathy, development of self regulation skills)
- learning through constructivist approaches

- adhering to the [Responsible Use Procedures for Information and Communication Technology \(ICT\)](#) regarding the use of personal electronic devices in school/classrooms
- using mentor texts, social stories and scenarios that align with the [Selection of Instructional and Library Resources Administrative Procedure](#) and the [Bullying Prevention and Intervention Library Resource List](#)
- participating in accountable talk
- engaging in inquiry-based, experiential learning opportunities
- participating in Bullying Awareness and Prevention Week activities
- working with student groups and other partners to create school-based anti-racism education campaigns to educate all stakeholders on the Human Rights Code
- participating in opportunities related to equity and inclusive education, bullying prevention, and leadership initiatives within the school
- other:

**Intervention Strategies** include:

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

Strategies that are already actively in place have been highlighted in **green**

Strategies that are in-progress are highlighted in **yellow**

**Prevention**

- strengthening inclusive and culturally responsive and relevant teaching
- developing effective classroom management strategies
- 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



- identifying the school's response protocol to repair harm and ensure accountability
- implementing inclusive design to intentionally plan for ways to challenge existing barriers to student well-being: responding to student voice; designing instruction (CRRP); engaging parents, families, and communities; the environment as the third teacher; analyzing data; building leadership capacity
- creating affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Advisory, IREN)
- engaging in ongoing learning to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of, consistent with the [OCT Advisory](#)
- 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**

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

#### **Professional Learning** will occur through:

- staff meetings
- professional learning days
- system professional learning opportunities
- school based release time

self - directed Annual Learning Plans

other:

### Monitoring Students

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

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

**Conversations:** Take every opportunity during the school day to have different conversations with students. Every morning, admin and staff are at the entrance of the school to greet students coming in to the building, this is a great opportunity to check-in and to have informal and low risk conversations with students and most importantly to welcome them back to our community each day; they are also conversations that happen during our [extra curricular activities](#) such as breakfast club, bread wednesday, P.R.I.S.M., athletic teams. All of our staff know that students benefit from meaningful relationships with adults at school, and all of the teachers foster those ties in little ways every day. I

**Observations:**

- Lunch Supervisors
- Coaches
- Staff club facilitators
- Classroom
- Volunteering opportunities
- After school learning programs
- One-on-one conversations with guidance counselors and Learning Services team

**Products:**

- Notes student wrote during the different events
- Notes student wrote for Transgender Day of Awareness
- Anti-Bullying Artist Showcase - [Example 1](#), [Example 2](#)
- Grade 10 Remembrance Day Display
- Orange Shirt Day: Gallery Walk
- Student Senators Feedback Form (Semester 1)
- Student Senators Semester 2 Check In Form (See below for questions) Reviewed data and friends and family were the biggest number - plan is to create a video with guidance counselors so students know how they can support
  - Write something positive about Sem 2
  - Write something negative about Sem 2
  - What's something you might want to change about what happened in Sem 1?
  - When you have a problem, who do you go to?



- Guidance counselor
- Teacher
- Parent/Guardians
- Friends
- Feedback also showed that student wanted hot food available at school so the Principal started MMacGill Mondays, where food is brought in from a local restaurant for purchase
- Surveys at the end of all Elsie Educates learning sessions
- Semester Turnaround Student Feedback Forms
- Personal narratives written by students; Stories of Us written by students (sharing personal experiences in their first language and English)
- School Newspaper: [MacGill Messenger & VSS View](#) (articles, poetry, and personal narratives included)
- Published [student personal narrative](#)

It is via conversations, observations, and products that the adults in our building monitor student well-being also identify students who are most at risk; it is common practice that adults connect on a regular basis (via school team, student services, learning services, MH & WB team, IRHRE, and other) to provide the opportunity to create intervention plans for these students who may be the bully, the victim, or a witness.

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

- Dance
- Grade field trips - Royal Winter Fair
- Guest speakers
- Lunch time karaoke
- [Weekly Wellness](#) classroom activities
- Diwali celebrations
- Tamil Heritage Month celebrations ([artwork creation](#))
- Anti-bullying Awareness Week
- Pink Shirt Day
- Guest speakers: Aasiyah Khan from the NCCM (National Canadian Council of Muslims), Aubrey Noronha from HelloHope
- Black History Month promotion of Black owned businesses, including in school sale from Winnie's Jerk Chicken
- The ELSIEs
- Lunar New Year Celebrations
- School Spirit Days
- French Cinema Experience
- Anti-Bullying Artist Showcase
- Special Olympics Basketball Tournament
- Special Olympics Floor Hockey Tournament

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

PLEASE NOTE: EMSS is a school consisting only of Grades 9 and 10 at this time

- Respecting Personal Boundaries: students still struggle to respect boundaries in regards to physical touching;
- Trespassing (high schools, elementary schools, empty buildings);
- Continued use of harmful & discriminatory language - they don't pause before speaking and harmful words just come out - helping them understand how the brain works and creating that mindful pause, recognizing the feelings (focus on emotional literacy);
- Student engagement in mental health and well-being team;
- A lack of resiliency

Why?

- Social development delayed by Covid-19; trauma as a result of COVID-19; family loss; employment loss; families were separated.
- Peer pressure
- Intersectionality of identities
- Pressures resulting from socio-economic stress from inflation
- Health care system is overwhelmed - students cannot access health and mental health care

How could this be improved?

- Harmful & Discriminatory Language Presentation (The Power of Words)
- How do you teach teens to break patterns of interaction? Start with recognizing the patterns
  - In English classes students learn the equity guidelines (including recognizing broader societal patterns). We want to improve this by ensuring that this explicit learning is happening across all subject areas.
  - Their social norms have already been established - unlearn, reteach, relearn, holding each other accountable
- The defiance/rebellion can get in the way - when young people feel like they are told what to do they may stop listening to their own emotions
- Time management and stress reduction during final evaluation blocks,
- Mindfulness education
- Education about Intent vs. Impact - currently discussed in staff meetings, English classes

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

Visit classes and ask students what they need to learn more about and thence where there choices:

- The Power of Words - what we say to each other matters! (1)
- Highly Successful Habits - healthy choices and habits can help set us on our path for life (2)
- Healthy Boundaries - these are different for everyone, how to draw a line to protect the self (3)
- Getting Organized - MH&WB team offer strategies during Weekly Wellness, Student Resource will create a toolkit to use in GLS courses and provide to teaching staff to use with their classes to share tools and tips that help us keep focused! (4)
- Parent engagement - survey to determine what mental health and well-being literacy parents want/need to support their student at home and develop common language and strategies
- Inviting student clubs who represent groups that have traditionally been marginalized to speak to staff
- Recognizing intercultural stigmas that may exist for members of our school community. Looking at guest speakers who can speak to these issues with an intersectional approach.
- Reaching out to students in order to recognize that many students are not experiencing success as a result of mental health barriers.

### **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?

- Students feel comfortable and safe to report when things do not feel right. They do so with their teachers, families, older students and admin
- Students have expressed that they feel more comfortable expressing their culture in our school than they have in previous schools
- Students have expressed that they feel that the staff accept every aspect of their identity
- Diversity of student population is reflected in their learning environment and staff
- Social media comments from students, parent/guardians, and community members expressing their joy in seeing the diverse celebrations
- VSS Scholars: students receive volunteer hours for tutoring other students in classes. These sessions have had a huge turnout.

What resources were used to support teacher and student learning?

- Negativity Bias - we tend to remember negatives. [This article](#) looks at ways to look at things positively, and to treat ourselves as kindly as we do others - power of positive self-talk vs. negative.
- [Mental Health Resources for Families and Students](#)
- [Mental Health Resources for Staff](#)
- [Well-Being in Action](#)
- [School Mental Health Ontario](#)
- [Stories of Us](#)
- The data from the voices of Black and racialized students in the [HDSB Student Voices Report](#)
- Leadership Team [book study](#) of Layla Saad's *Me and White Supremacy* - upcoming staff book study of the same book
- [Supporting Your Teen's Mental Health](#) (In person and virtual presentations; slideshow available on school's website)
- NCCM (National Council of Canadian Muslim) guest speaker spoke to students about identity and inclusion
- [Dismantling Racism - Harmful & Discriminatory Language Protocol Student Presentation](#)
- Ongoing Elsie Educates learning sessions
- Human Resources:
  - Instructional Program Lead (IPL) for: Equity Department, Indigenous Studies, Secondary Graduation Coaches, Special Education, English, ESL, French, Canada & World Studies, Math, Re-engagement counselor, Erin Thomas,

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

Building Thinking Classrooms - Building Thinking Classrooms - 14 Teaching Practices for Enhancing Learning -A cross-curricular approach for de-streamed classrooms - [click here](#)

EMSS [Thinking Tools](#) - Kurucz

Equity & Inclusion Education Culturally Relevant & Responsive Pedagogy

Leadership Team Book Study: *Me & White Supremacy*

“The experiences of ALL students must be centred and the knowledge, needs, and aspirations they bring into the classroom considered.”

Mr. Stephen Lewis (1992) & Dr. Carl James (2019). Check out these crucial items: [CRRP Tip Sheet: High Expectations](#) - [HDSB CRRP Modules](#) - [My Students/Classroom: Actions](#)

Indigenous Rights & Education: To promote knowledge and understanding of Indigenous perspectives and realities - [United Nations Declaration on the Rights of Indigenous Peoples](#) - [Truth and Reconciliation Commission of Canada: Calls to Action](#) - [Anti-Racist Educator Reads | voicEd Radio](#)

Mental Health and Well Being: To strengthen safe and caring environments that promote well-being - [Additional Educator Resources to Support Mental Health and Well-Being](#) - [Educator Hub](#) - [Well-Being Resources in myHDSB](#)

- [6R Guidance Teacher Resource](#)
- [School Mental Health Ontario Educator Resource Guide](#)
- [Small Conversations, Big Impact - Secondary Students](#)
- [Class Conversation Starters \(SMHO\)](#)
- [Tip Sheet for Staff to Support Positive Mental Health for All Students \(SMHO\)](#)
- [What to Say to Students to Support a Mentally Healthy Return to School \(SMHO\)](#)
- [2SLGBTQI Allies Conversation Starters](#)
- [Caring Adults: Supporting 2SLGBTQI+ Youth During Difficult Times](#)

#### **Deepening Our Learning and Understanding**

- Read: [Black on the Prairies: Bringing Black History into Prairie Classrooms](#)
- Watch: [NFB - Muslim Communities in Canada](#)
- Listen: [Eli Rubenstein appointed to Order of Canada for work in Holocaust education](#)

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

- Difficult to find one thing that everyone connects with/sees value in (both students and staff)
- Engagement of students and families in a virtual setting
- Scheduling: common times where all parties are available
- The ongoing vetting of resources; ie. evolving terminology, theory/philosophy, Canadian resources
- Access to resources/staff for students' mental health and well-being (i.e. School Social Worker, Child and Youth Counselors, Mental Health Nurses, Therapists, Public Health Nurses, in-hospital programming)
- Access to members of the Professional Services Team (i.e. Psychological/Educational Consultations, Speech Pathologists, etc.)
- Access to funding
- Family and community feedback on action plan

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

- Continue to build capacity for teacher-student relationships which are important in developing students' sense of belonging
- Adopt a whole-school approach to minimize bullying, with systematic implementation and evaluation because bullying has a negative impact on a student's sense of belonging and can have long-term detrimental effects on mental health and wellbeing.
- Proactive approach to setting high expectations for student behaviour and effective classroom management through the incorporation of student voice to develop authentic resources to improve students' sense of belonging ie. Elsie Educates, Elsie CARES, “The ELSIEs” Recognition Assembly)

- Consistent reinforcement of [School Vision and Values](#) with a whole-school emphasis on the value of social, emotional and academic outcomes and improvement helps convey to students that they are a valued part of the school community.

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

- Increase community, staff, and student engagement in ongoing learning
- More whole school approach in regards to Culturally Responsive and Relevant Pedagogy (CRRP)
- Learning more about how to interrupt practices that are harmful towards Black and racialized students and staff
- How to prepare students to learn from guest speakers to maximize student learning
- Building capacity for critical consciousness and posture of practice in actively taking an anti-racist stance and mental health and well-being literacy
- Building student identity by creating a physical space for options (i.e. such as a Mental Health Hub, with professionals available to help students)

## Resources

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