Safe and Caring Schools

A Whole-School Approach to Planning for Safety and Belonging

Manitoba

SAFE AND CARING SCHOOLS

A Whole-School Approach to Planning for Safety and Belonging

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This resource is available on the Manitoba Education and Training
website at www.edu.gov.mb.ca/k12/safe_schools/index.html.

Disponible en français.

Available in alternate formats upon request.

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A CKNOWLEDGEMENTS

Overview

BACKGROUND AND PURPOSE OF DOCUMENT

Schools in Manitoba are committed to providing safe and caring places for learning. Guided by *Safe and Inclusive Schools* legislation, Manitoba school boards are proactive in creating and sustaining safe schools. Amendments in 2013 to *The Public Schools Act* directed Manitoba school boards to update and implement policy in schools to provide safe and inclusive learning environments, including a policy on respect for human diversity and actions such as professional learning for staff on bullying prevention.

Creating a sense of belonging and safety for members of the school community helps schools in addressing priority areas of public education. These priority areas include

- supporting students in meeting high levels of achievement
- applying principles of equity and inclusion throughout the education system
- developing global citizens actively involved in economic, social-cultural, and environmental sustainability
- supporting well-being (cognitive, emotional, social, physical, and for some, spiritual)
- engaging parents, education partners, and communities in decisions around education

Principals, through school planning and collaborative practices, implement school division policy and develop procedures to provide learning environments that are respectful and safe. With parents[*] as partners, educators do their best to ensure all children and youth feel safe, confident, and capable as they interact with others and develop as learners.

In a safe and caring school, the whole school community develops awareness, skills, and knowledge for well-being, positive relationships, and solution-focused problem solving. Students affected by bullying behaviours and other forms of harm receive support to address and restore their sense of safety and belonging. Students exhibiting bullying behaviours also receive support and necessary intervention. Schools recognize the complex nature and impact of bullying behaviours and the importance of whole-school planning for safety and response.

Manitoba Education and Training is committed to supporting schools in planning for the provision of safe learning environments for all children and youth. *Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging* replaces the 2005 document *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying.*

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[*] Note: In this document, the term *parent* refers to family, guardian(s), or a child and family services worker or agency/region. The term is used recognizing that more than one of these people may be involved in the life of a child/youth.

The planning process outlined in this document is intended to support existing planning in Manitoba schools. With a focus on safety and response, four perspectives in a **whole-school approach** are strategically incorporated to inform school teams as they engage in a **five-step planning process** (see Figure 1 at the end of this overview). Typically, the planning process described in this document is applied to revise and monitor an existing plan or to develop a new school plan.

This support document is based on current research and evidence-based practice in planning for and sustaining positive, healthy, and safe schools, and has been developed to

- apply a whole-school approach in planning for safety and response
- provide steps to develop a safe and caring school plan
- share tools, research, and resource links
- support existing school and/or school division planning, initiatives, and expertise

Manitoba Education and Training. *Planning and Reporting*
www.edu.gov.mb.ca/k12/ssdp/index.html

USING THIS DOCUMENT

Document Content and Organization

This support document includes the following sections:

- This **Overview**, in addition to information about using the document, provides the following:

  - The **Background and Purpose** introduces the purpose, intended audience, and content of this document.

  - The **Manitoba Context** reaffirms the Philosophy of Inclusion in Manitoba schools, where every individual feels accepted, valued, and safe. A summary of *Safe and Inclusive Schools* legislation and Manitoba's Anti-bullying Action Plan is provided with links and references to clarify the purpose of intentional planning.

- In **Whole-School Approach: Evidence-Based Practice**, four evidence-based perspectives are presented: **comprehensive school health, three-tiered planning, social-ecological systems, and strengths-based practices**. These perspectives help to identify needs, establish priorities, and monitor a plan for meaningful implementation. These perspectives underlie the five-step planning process.

- **Five Steps in Planning for Safety and Belonging** guides school principals through a planning process that engages and empowers members of the school community in planning for the provision of safe learning environments. This planning process is meant to support existing school planning processes in Manitoba schools.

- The **Appendices** include a summary of evidence-based practices to support the four perspectives outlined in this document. Proactive and responsive strategies are charted to reflect a whole-school approach as described in the document. A safe school plan template is provided, along with a sample plan. Related online resources are listed for further exploration.

- The **References** list all the resources referred to in the document.

Hyperlinks

Throughout this online document, hyperlinks are included, allowing readers to access the information directly. Many of these resources were produced by Manitoba Education and Training.

Guide Graphics

The following guide graphics are used in the document to provide organizational cues and to draw the reader's attention to key resources, related support material, and tools.

A Whole-School Approach: Evidence-Based Practice

This diagram illustrates the interrelationship of four planning perspectives in addressing a whole-school approach to planning: Comprehensive School Health, Three-Tiered Planning, Social-Ecological Systems, and Strengths-Based Practices.
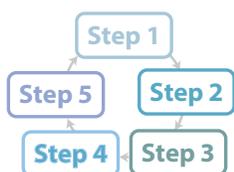
Five Steps in Planning

This planning cycle, familiar in education, represents an ongoing cyclical process:

> Step 1: Coordination
>
> Step 2: Needs Assessment
>
> Step 3: Evidence-Based Plan
>
> Step 4: Implementation
>
> Step 5: Monitor, Reflect, and Evaluate

Suggested Resources

This document refers to

- provincial acts and regulations
- provincial resources and documents: Manitoba Education and Training and related departments
- resource materials
- links to online resources

Sample Implementation Strategies

Examples of strategies and actions to clarify concepts described are provided.

Appendices

The appendices are referred to throughout the document, guiding the reader to supports provided.

MANITOBA CONTEXT

Manitoba's Philosophy of Inclusion

The philosophy of inclusion is common practice in the day-to-day experience of students in classrooms and schools across the province of Manitoba. An inclusive school is a respectful and safe place for all members of the school community. A whole-school approach to planning for a safe school as described in this document is based on the philosophy of inclusion.

Manitoba Education and Training is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us. (www.edu.gov.mb.ca/k12/specedu/aep/inclusion.html)

Sustainable Schools in Manitoba: Inclusion, Participation, Health, and Well-Being

Manitoba schools embed education for sustainable development into their annual school planning. School safety and well-being are included in components through a whole-school approach toward sustainability.

"Sustainable schools aim to be models of social inclusion, health, and well-being. Sustainable schools enable all learners to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, culture, and creative expression. Schools have a crucial role to play in promoting the health of young people and shaping the attitudes and behaviours that affect it. Good health at an early age . . . can . . . improve pupils' abilities to learn and their attitudes toward others. Sustainable schools promote community cohesion by providing an inclusive, welcoming atmosphere that values everyone's participation and contributions—irrespective of background, culture, age, religion, or ability—and by challenging prejudice and injustice in all its forms."

(IISD and Manitoba Education and Advanced Learning, *Guide for Sustainable Schools in Manitoba*, 2nd Edition 40)

"Education for sustainable development (ESD) entails a reorienting of education to guide and motivate people to become responsible citizens of the planet. This document guides whole-school planning for ESD that includes a component of safety where sustainable schools aim to be models of social inclusion, health, and well-being."

(IISD and Manitoba Education and Advanced Learning, *Guide for Sustainable Schools in Manitoba*, 2nd Edition 5)

International Institute for Sustainable Development (IISD), and Manitoba Education and Advanced Learning. *Guide for Sustainable Schools in Manitoba*. 2nd ed. 2014. www.edu.gov.mb.ca/k12/esd/resources.html

Manitoba Safe and Inclusive Schools Legislation

Addressing safety in schools is not new in Manitoba. *The Safe Schools Charter* became provincial law in 2004 making it a duty of schools to provide students with safe and caring school environments.

Manitoba. *The Safe Schools Charter (Various Acts Amended)*. Winnipeg, MB: Queen's Printer—Statutory Publications, 2004.
http://web2.gov.mb.ca/laws/statutes/2004/c02404e.php
http://web2.gov.mb.ca/laws/statutes/2004/c02404f.php

Manitoba Education and Training. *Safe and Caring Schools.*
www.edu.gov.mb.ca/k12/safe_schools/index.html

In 2005, all Manitoba schools were required to have a code of conduct and a current emergency response plan with the support of a Safe School Advisory Committee.

Manitoba: Provincial School Code of Conduct

The Public Schools Act (PSA) requires that the principal of each school, in consultation with the **safe school advisory committee**, establish a code of conduct for the school. Principals are required to ensure that the annual review of the school's code of conduct and emergency response plan is completed by October 31 of each year. The Appropriate Disciplinary Consequences in Schools Regulation (92/2013), under *The Education Administration Act,* requires the principal to ensure that disciplinary consequences for violation of the code of conduct are consistent with any directives from the Minister.

Manitoba Education and Advanced Learning. *Safe and Caring Schools: Provincial Code of Conduct: Appropriate Interventions and Disciplinary Consequences.*
www.edu.gov.mb.ca/k12/safe_schools/links.html.

Manitoba Education and Training. *Manitoba Administrative Handbook for Schools: School Administration.*
www.edu.gov.mb.ca/k12/docs/policy/admin/

> **Safe School Advisory Committee**
>
> A safe school advisory committee is to consist of the following members:
> - the principal
> - a teacher from the school, selected by the teachers of the school
> - a parent of a pupil attending the school, appointed by the principal in accordance with the regulation
> - where the school includes Grades 9 to 12 and has a student council, the president or another member of the student council appointed by the student council
>
> Manitoba. *Safe Schools Regulation*, M.R. 77/2005, *The Education Administration Act.* Winnipeg, MB: Queen's Printer—Statutory Publications, 2005. http://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=77/2005

The Public Schools Amendment Act (*Cyber-Bullying and Use of Electronic Devices),* 2008, expanded the definition of bullying to include cyberbullying and required school boards to establish policy for the appropriate use of electronic devices.

Further amendments to *The Public Schools Act*, along with Manitoba's Anti-bullying Action Plan, 2012, strengthened the provision of school safety:

- *The Public Schools Amendment Act (Reporting Bullying and Other Harm),* 2011, requires adults in schools to report unacceptable student conduct.

> Manitoba Education and Advanced Learning. *Safe and Caring Schools: Taking Action Against Bullying*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2014. Available online at www.edu.gov.mb.ca/k12/docs/support/taking_action/index.html.

- *The Public Schools Amendment Act (Safe and Inclusive Schools),* 2013, revised the definition of *bullying* and required school boards to expand polices related to appropriate technology use and the reporting of cyberbullying, and directed school boards to establish respect for human diversity policies that promote the respect and acceptance of others in a safe, caring, and inclusive school environment.

Manitoba's Definition

Bullying is behaviour that is intended to cause fear, intimidation, humiliation, distress, or other forms of harm to another person's feelings, self-esteem, body, or reputation, or is intended to create a negative school environment for another person.

Bullying takes place in a context of a real or perceived power imbalance between the people involved and is typically, but need not be, repeated behaviour.

It may be direct (face to face) or indirect (through others), and it may take place through any form of expression—including written, verbal, or physical—or by means of any form of electronic communication (referred to as cyberbullying), including social media, text messaging, instant messaging, websites, or email.

The Public Schools Act, 2013, Section 1.2

Manitoba Education and Advanced Learning. *Safe and Caring Schools: Respect for Human Diversity Policies: A Support Document for Manitoba School Divisions and Funded Independent Schools in Developing Human Diversity Policies—Part of Manitoba's Anti-bullying Action Plan*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2015. Available online at www.edu.gov.mb.ca/k12/docs/support/human_diversity/index.html.

Manitoba Education and Advanced Learning. *Safe and Caring Schools: A Resource for Equity and Inclusion in Manitoba Schools (MB MYGSA)*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2014. Available online at www.edu.gov.mb.ca/k12/safe_schools/links.html.

- **Provincial Code of Conduct**, announced in 2013, set out a range of appropriate disciplinary consequences for all schools to consistently follow. The Appropriate Disciplinary Consequences in Schools Regulation 92/2013 under *The Education Administration Act* confirms and restates the authority of principals, schools, and school divisions, and requires principals of Manitoba schools to ensure that appropriate interventions and disciplinary consequences are included in their school codes of conduct.

> Manitoba Education and Advanced Learning. *Safe and Caring Schools: Provincial Code of Conduct: Appropriate Interventions and Disciplinary Consequences.* Winnipeg, MB: Manitoba Education and Advanced Learning, 2014. Available online at www.edu.gov.mb.ca/k12/safe_schools/links.html.

Defining a Whole-School Approach

A whole-school approach to planning for safe, caring, and inclusive schools views the school as a multi-dimensional and interactive system. This approach is implemented through coordinated planning that facilitates shared leadership and engages the school community with an understanding that all members (e.g., students, parents, educators, school, and community) assume responsibility for safety and belonging.

With a focus on comprehensive school health, a whole-school plan for safety applies evidence to identify needs and establish priorities. A three-tiered continuum of supports is developed with strengths-based strategies and practices. Whole-school implementation involves building capacity throughout the school community through collaborative action to create conditions for well-being, safety, and learning. This is an ongoing planning process of reviewing, reflecting on evidence, and identifying next steps in the provision and sustainability of school safety.

See Appendix A for a summary on **Evidence-Based Practices in the Planning for Safe and Caring Schools**.

The Manitoba model presented in this document illustrates a whole-school approach based on four evidence-based perspectives: **comprehensive school health, three-tiered planning, social-ecological systems, and strengths-based practices**, to focus a **five-step planning process** in the creation of a plan for a safe and caring school (see Figure 1).

Whole-School Approach to Planning for Safety and Belonging

Step 1

Coordination
Promote and facilitate leadership and responsibility.

Step 2

Needs Assessment
Select and interpret evidence to identify needs and establish priorities.

Step 3

Evidence-Based Plan
Develop plan to address identified priorities.

Step 4

Implementation
Build capacity and engage school community through collaborative action.

Step 5

Monitor, Reflect, and Evaluate
Review plan, reflect on evidence, and identify next steps.

Comprehensive School Health

Social-Ecological Systems

Three-Tiered Planning

Strengths-Based Practices

Figure 1: A Whole-School Approach to Planning for Safety and Belonging

The four perspectives in addressing a whole-school approach to planning, represented in the centre of the graphic above, are discussed in a broad sense in the next section of the document. Resources are provided for further information. An outline of each planning step where these perspectives are applied follows.

A Whole-School Approach: Evidence-Based Practice for Planning

ADDRESSING A WHOLE-SCHOOL APPROACH

A whole-school approach involving collaborative multi-dimensional planning over a long period of time is found to be most effective in implementing change and sustaining a safe school environment.

Applying a whole-school approach throughout a five-step planning process assists in identifying priorities and focusing resources to implement practices that have an impact on school safety.

This document presents four evidence-based perspectives to illustrate understanding and application of a whole-school approach:

- comprehensive school health
- three-tiered planning
- social-ecological systems
- strengths-based practice

For the purpose of this document, each perspective will be addressed individually. In practice, these perspectives are interrelated and overlap as strengths and needs are identified to establish priorities and inform planning (see Figure 2).

Figure 2: Evidence-Based Perspectives

Comprehensive School Health

The comprehensive school health perspective provides a foundation for learning that includes planning for student well-being and school safety. A whole-school approach to planning is ideally applied through planning for comprehensive school health, with safety being a component.

"When schools are able to scaffold bullying prevention onto a larger, more comprehensive framework for prevention and positive youth development, they strengthen their prevention efforts while also addressing some of the underlying contributing social, emotional, and environment factors that can lead to bullying."

(Ragozzino and O'Brien 2)

Ragozzino, Katharine, and Mary Utne O'Brien. *Social and Emotional Learning and Bullying Prevention*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning (CASEL) and the Social and Emotional Learning Research Group at the U of Illinois, 2009. http://gse.buffalo.edu/gsefiles/documents/alberti/2009_bullyingbrief.pdf

Comprehensive school health

- recognizes that healthy young people learn better and achieve more
- understands that schools can directly influence students' health and behaviours
- encourages healthy lifestyle choices, and promotes students' health and well-being
- incorporates health into all aspects of school and learning
- links health and education issues and systems
- needs the participation and support of families and the community at large

Comprehensive school health encompasses the whole school environment with actions addressing four pillars to provide a strong foundation and for supporting improvements in students' educational outcomes:

- social and physical environment
- teaching and learning
- healthy school policy
- partnership and services

(Pan-Canadian Joint Consortium for School Health)

Manitoba Healthy Schools. Home page.
www.gov.mb.ca/healthyschools/

Manitoba Healthy Schools. *What is Comprehensive School Health?*
www.gov.mb.ca/healthyschools/csh.html

Pan-Canadian Joint Consortium of School Health. Home page.
www.jcsh-cces.ca/

The comprehensive school health perspective supports students in realizing their full potential as learners and as healthy, productive members of their community. Including a comprehensive school health perspective within a whole-school approach emphasizes that planning for safety and response is addressed alongside related initiatives such as those outlined below:

Healthy Relationships
"Current research suggests that, rather than having a sole focus on anti-bullying, it is important to focus more widely on creating a caring and respectful school climate and positive outcomes such as building students' strategies for managing their social and emotional wellbeing." (Swearer, Espelage, Vaillancourt, and Hymel, cited in New Zealand Ministry of Education 4)

Diversity
"Diversity encompasses all children—their diverse personalities, ethnicities, languages, family structures, and learning styles all contribute to the makeup of a diverse classroom. . . .

Diversity is neurological. Diversity is societal. Diversity is human. Teaching to diversity requires that teachers create a learning climate in the classroom and devise activities that allow all children to feel safe, respected and valued for what they have to contribute." (Katz 3)

School-Based Mental Health
"Schools provide a critical context for shaping children's self-esteem, self-efficacy and sense of control over their lives." (Stewart, Sun, Patterson, Lemerle, and Hardie 27)

Digital Citizenship and Cyber-Safety
"Interventions must focus on positive concepts like healthy relationships and digital citizenship rather than starting with the negative framing of bullying. The key is to help young people feel independently strong, confident and capable without first requiring them to see themselves as either an oppressed or an oppressor." (Boyd and Marwick)

School-Based Suicide Prevention and Intervention
"Bullying and suicide prevention share common strategies:
- focus on the school environment
- family outreach
- identification of students in need of mental and behavioural health services
- helping students and their families find appropriate services"
(Bradshaw, *Translating* 35)

Healthy Child Manitoba and Manitoba Education and Advanced Learning. *Best Practices in School-based Suicide Prevention: A Comprehensive Approach*. Winnipeg, MB: Healthy Child Manitoba and Manitoba Education and Advanced Learning, 2014. Available online at www.gov.mb.ca/healthychild/ysp/ysp_bestpractices.pdf.

Manitoba Education and Training. *Manitoba Sourcebook: Guidance Education: Connections to Compulsory Curriculum Areas, Kindergarten to Grade 12.* www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/outocmes/index.html.

Manitoba Healthy Schools. *Mental Health Promotion in Schools: Support Mental Health Promotion in Manitoba Schools.* Winnipeg, MB: Manitoba Healthy Schools, n.d. www.gov.mb.ca/healthyschools/docs/Mental_Health_Promotion.pdf

Manitoba Education and Advanced Learning. *Safe and Caring Schools: A Resource for Equity and Inclusion in Manitoba Schools (MB MYGSA)*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2014. Available online at www.edu.gov.mb.ca/k12/safe_schools/links.html.

Morrison, William, and Patricia Peterson. *Pan-Canadian Joint Consortium for School Health: Positive Mental Health Toolkit*. Summerside, PE: Pan-Canadian Joint Consortium for School Health, n.d. www.wmaproducts.com/jcshfulltoolkit/index.html

For related resources see Appendix F.

A sample of common strategies that are shared in the planning for comprehensive school health and school safety are listed below.

Comprehensive School Health Strategies

- Implement healthy school perspectives and actions throughout the school environment, education practices, partnerships, and policy.
- Plan and integrate healthy school concepts throughout Manitoba curricula learning outcomes at the primary planning tier for all students.
- Facilitate and foster positive interpersonal relationships and supports.
- Identify any school health issues affecting students' well-being and safety.
- Develop three-tiered strategies and support through collaborative planning/protocols to meet identified needs (students, parents, staff, school, and community).
- Build capacity though developing staff awareness, skills, and knowledge related to strengths-based practices, early identification, and response in a three-tiered plan (e.g., healthy relationships, school-based mental health, suicide prevention and intervention, cyber-safety, student diversity).
- Embrace diversity and include identified needs in planning for all members in the school community.

(continued)

For more sample strategies in a whole-school approach see Appendix C: Whole-School Approach Chart: Proactive Strategies and Responsive Actions.

Comprehensive School Health Strategies *(continued)*

- Integrate digital citizenship, cyber-safety, ethics and responsibility, social implications, and critical thinking into technology applications and instruction (Kindergarten to Grade 12).
- Collaborate with service providers and identify key contacts to establish consistent referral, timely service, and response protocols.
- Attend to educational needs and programming in addition to physical, mental health, or safety needs.
- Facilitate re-entry or transition planning for students with school absences/disciplinary/mental health/sexual orientation/gender identity/youth justice issues.
- Implement "wraparound" planning when appropriate.

Healthy Child Manitoba and Manitoba Education. *Wraparound Protocol for Children and Youth with Severe to Profound Emotional and Behavioural Disorders.* Winnipeg, MB: Healthy Child Manitoba and Manitoba Education, 2013. Available online at www.edu.gov.mb.ca/k12/specedu/hcp.html

From the comprehensive school health perspective, related concerns that have an impact on student safety and well-being are identified and addressed in the plan for a safe school. In the next section, a three-tiered planning model, another perspective in a whole-school approach, provides a frame to organize identified issues as priority areas for planning.

Three-Tiered Planning for Safety and Response

The **three-tiered model** (primary, secondary, and tertiary), familiar to educators and health care providers, offers school teams a frame to identify evidence of what strengths, needs, and priorities are present. This frame helps plan a continuum of proactive and responsive practices for all students, as well as more intensive supports for identified students. Support requiring specific intervention will range in complexity related to the severity of needs, including collaborative planning with family involvement and supportive student-specific programming. (See Figure 3.)

Tertiary

Secondary

Primary

Figure 3: Three-Tiered Planning
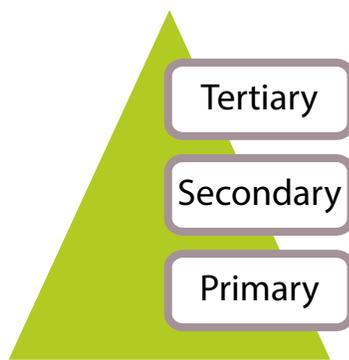
"It is recommended that schools develop a consistent and long-term prevention plan that addresses multiple student concerns through a set of well-integrated programs and services. . . . The three-tiered health model provides a framework for connecting bullying prevention with other programs to address bullying within the broader set of behavioral and academic concerns." (Bradshaw and Waasdorp 45)

Primary: The majority of children and youth are achieving, feel safe at school, and exhibit social responsibility. At the primary tier, students typically respond to clearly communicated school-wide expectations, classroom routines, and the school's code of conduct. Primary-tier planning identifies the strengths and needs of the whole school population with an emphasis on enhancing a positive school climate to build a foundation for learning. Planning at the primary tier defines what all students, staff, and parents need to know, understand, and do as contributing members of a safe, respectful school community.

Secondary: The goal of secondary-tier planning is to identify children and youth experiencing or exhibiting recurring bullying-involved behaviours (or other identified health and safety concerns) and to provide early intervention and support. Response may be complex and multi-layered or short-term and intensive with goals of student safety, well-being, independence, and responsibility. Interventions are collaboratively planned to shorten the duration, lessen the impact, or sustain stabilization through coordinated programming and follow-up. Planned interventions at the secondary tier interrupt the potential for incidents to escalate and further affect student and/or school safety and success.

Tertiary: Some students will require specialized and individualized response and support. Tertiary-tier planning focuses on minimizing the immediate consequences of an existing severe safety issue and/or to regain control over a situation so strategies can be identified, implemented, and assessed to restore a sense of safety and well-being. Programming at this level may include continued work toward increasing student self-awareness, strengthening support networks, and increasing protective factors to decrease the potential for further crisis and/or attend to chronic needs.

> Manitoba Education, Training and Youth. *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour*. Winnipeg, MB: Manitoba Education, Training and Youth, 2001. Available online at www.edu.gov.mb.ca/k12/specedu/beh/index.html.
>
> Manitoba Education. *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms.* Winnipeg, MB: Manitoba Education, 2011. Available online at www.edu.gov.mb.ca/k12/specedu/behaviour/index.html.
>
> Healthy Child Manitoba and Manitoba Education. *Wraparound Protocol for Children and Youth with Severe to Profound Emotional and Behavioural Disorders.* Winnipeg, MB: Healthy Child Manitoba and Manitoba Education, 2013. Available online at www.edu.gov.mb.ca/k12/specedu/hcp.html

For sample strategies see Appendix C: Whole-School Approach Chart: Proactive Strategies and Responsive Actions.

Three-tiered planning organizes identified priorities and plans for a continuum of proactive and responsive strategies for all students in areas related to comprehensive school health, including safety. In the next section, applying a social-ecological systems perspective supports school planning efforts that focus on the development of protective factors through connection, communication, and empowerment of students, parents, educators, school, and the community.

Social-Ecological Systems

Social Ecology: Importance of Connection and Community

Connectedness is related to the basic human need of belonging. Bullying behaviours are often described as relational problems that involve hurt, rejection, harassment, and/or relational violence.

Schools create a sense of belonging and community that helps students develop and maintain their social, emotional, and psychological well-being. Across the social-ecological systems (student, family, classroom, school, community, and society), opportunities are created for children and youth to experience connection and build a foundation of caring that will support the problem-solving process when issues are identified or incidents occur. Feeling connected and part of the school community strengthens a sense of belonging, develops positive relationships, and communicates support in resolving issues.

In planning for school safety, a social-ecological systems perspective recognizes the connection and influence between students and the multiple systems around them, including parents/family, peers, classroom, school, community, and societal dynamics (see Figure 4). From this perspective, planning for safety and response addresses these interrelationships, with a focus on identifying contributing risk and protective factors.

Society

Community

School

Classroom
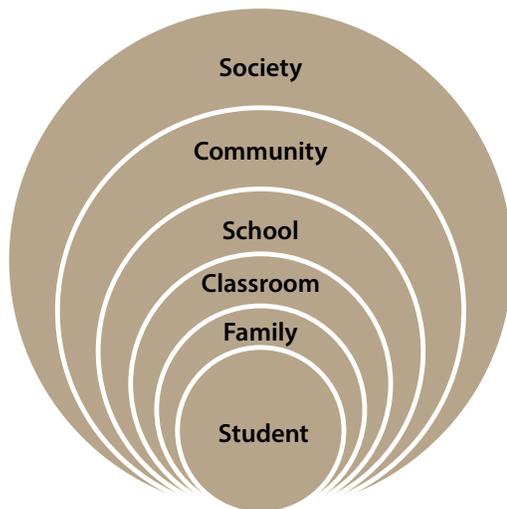
Family

Student

"Bullying is a social-ecological problem that has to be understood from the perspective that individual, family, peer group, school, community, and societal factors all influence whether or not bullying occurs. The question that I ask students, parents, and educators is: 'What are the conditions in your school (family, community) that allow bullying to occur?' The answers to that question are then the areas to address for intervention." (Swearer, *Bullying* 2)

Figure 4: Social-Ecological Systems

"The most powerful protective factor in schools was the caring, supportive relationships that students had with all types of educators." (Henderson 23)

"Although a supportive school environment has a positive effect on all children, it has an even greater effect on children who've been exposed to higher levels of risk" (Moore 5).

When this perspective is applied, along with consideration of comprehensive school health and with a three-tiered planning frame previously outlined (primary, secondary, and tertiary), strengths and needs are identified and priority areas for planning can be determined. This application increases exploration and understanding of the conditions that contribute to bullying-involved behaviours and to safety.

See Appendix B to view Social-Ecological Systems Perspectives: Protective Factors Chart.

Through a social-ecological perspective, collaborative planning is focused, solutions are found, and roles and responsibilities are defined within the identified systems. Strategies to address identified risk factors and increase protective factors include developing positive relationships, facilitating connections and a sense of community, building strengths, and supporting resiliency.

Risk Factors are individual or environmental characteristics, conditions, or behaviours that increase the likelihood that a negative outcome will occur. (Centers for Disease Control and Prevention 3)

Protective Factors are individual or environmental characteristics, conditions, or behaviours that reduce the effects of stressful life events; increase an individual's ability to avoid risks or hazards; and promote social and emotional competence to thrive in all aspects of life now and in the future. (Centers for Disease Control and Prevention 3)

Resiliency is the capability of individuals, families, groups and communities to understand and creatively draw upon their internal and external strengths, resulting in effective coping with challenges and significant adversity in ways that promote health, wellness and an increased ability to respond constructively to future adversity. (Hammond, cited in Leadbeater 11)

A Whole-School Approach:
Evidence-Based Practice for Planning

> "Strategic efforts to promote bonding among students should be in place, as this is related to personal, emotional, behavioral, and scholastic success. Teens must therefore have a true connection with at least one adult on campus who periodically checks on them, build them up with encouraging words, asks meaningful questions about their lives, and issues gentle reminders that he or she is there if the student ever has any need for help – or even if the student just wants to chat about how things are going (which typically involves expressing socio-emotional needs that the adult can help meet)."
> (Hinduja and Patchin 88)

Planning around identified safety needs of children and youth applies strengths-based practices, including building protective factors and resiliency skills. The next perspective, strengths-based practices, as part of a whole-school approach, focuses on how to address identified priorities, such as students learning about their own social and emotional well-being, developing students' strengths through positive behaviour supports, and responding to incidents with practices that restore a sense of safety and belonging.

Hammond, Wayne. Resiliency Initiatives. www.resil.ca/

Ungar, Michael. Resilience Research Centre. www.resilienceresearch.org/

Strengths-Based Practices

Strengths are internal and ecological protective factors that strengthen and build resiliency, self-determination, and self-advocacy. A strengths-based perspective is a belief system with collaborative processes and practices that empower individuals by building upon their potential and recognizing possibilities throughout a supportive school community.

See Appendix B: Social-Ecological Systems Perspectives: Protective Factors Chart.

Providing members of the school community with awareness, knowledge, and skills builds capacity, supports resiliency, and creates hope. Solutions are identified and safety is restored when educators look through a lens of strengths and possibilities.

Strengths-based practices are selected, enhanced, and maintained throughout the planning process. These practices and actions are applied throughout the other whole-school planning perspectives described in this document (i.e., comprehensive school health, three-tiered planning, and social-ecological systems). In applying a strengths-based approach to planning, expected outcomes, with implementation strategies, are developed in a school's plan to address identified priorities.

> "Strength or asset approaches view children and youth as having self-righting potential and innate strengths for resilient outcomes. From this perspective, problems are framed as learning opportunities." (Morrison and Peterson 14)

Strengths-based practices selected for planning purposes in this document include the following:

- integrating social and emotional learning
- planning with positive behaviour supports
- responding with restorative disciplinary practices

Resiliency Initiatives. *Embracing a Strengths-Based Perspective and Practice in Education.* 2012. www.resiliencyinitiatives.ca/cms/wp-content/uploads/2013/05/Embracing-a-Strengths-Based-Perspective-and-Practice-in-Education.pdf

Strengths-Based Practice: Integrating Social and Emotional Learning

Social and emotional learning is known to contribute to academic achievement, foster inclusion, contribute to a positive school climate, and promote positive connections among all members of the school community. Social and emotional learning (SEL) outcomes are found in several Manitoba curricula including physical education/health education, English language arts, and social studies. When SEL is integrated into classroom instruction, learning processes, and programming, all students have the opportunity to develop the awareness, attitudes, knowledge, and skills needed to navigate healthy relationships.

Social and emotional competencies include the following:

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision making (CASEL)

"Current findings document that SEL programs yielded significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school. They also enhanced students' behavioral adjustment in the form of increased prosocial behaviors and reduced conduct and internalizing problems, and improved academic performance. . . ." (Durlak, Dymnicki, Taylor, Weissberg, and Schellinger 418)

Manitoba Education and Training. *Manitoba Sourcebook: Guidance Education: Connections to Compulsory Curriculum Areas, Kindergarten to Grade 12.* www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/outocmes/index.html.

Collaborative for Academic, Social, and Emotional Learning (CASEL) *Social and Emotional Learning and Positive Behavioral Interventions and Supports*. Chicago, IL: CASEL, 2010. www.casel.org/wp-content/uploads/2016/08/PDF-10-social-and-emotional-learning-and-positive-behavioral-interventions-and-supports.pdf

University of British Columbia (UBC). *Social & Emotional Learning Resource Finder*. www.selresources.com

Importance of Healthy Relationships

Positive healthy relationships are known protective factors in dealing with life stressors and issues related to bullying behaviours.

> "The link between healthy relationships and healthy development is a critical public health concern for Canada because of the poor quality of children's relationships relative to other countries." (Pepler, Craig, and Haner 3)

Research points to a "strong link between involvement in bullying and significant health problems. Bullying is a disrespectful and destructive relationship for both parties. Both children who bully and those who are victimized experience elevated levels of physical and mental health problems; those who are involved in both bullying and victimization experience the highest rates of problems." (Pepler, Craig, and Haner 1)

> "Positive peer relationships are significantly associated with lower rates of bullying, higher rates of life satisfaction and school connectedness, and increased social support [Suldo, S. M., Huebner, E. S., Friedrich, A. A. & Gilman, R. (2009). Life satisfaction. In R. Gilman, E. S. Huebner, & M. J. Furlong (eds.), *Handbook of positive psychology in schools* (pp. 27–35)]. So, seeking to promote such relationships in an attempt to preempt bullying may facilitate multiple beneficial outcomes for students." (Renshaw and Jimerson 1)

> "There is substantial evidence that the healthy development of children and youth depends on the quality of relationships they have within the family, peer group, school, neighbourhood and broader social context. These relationships, if positive, provide children and youth with the opportunity to develop emotional and behavioural regulation, critical relationship skills, and capacities in many other domains of development." (Pepler, Craig, and Haner 94)

The integration of social and emotional learning for all students at the primary tier affirms expectations and develops skills and strategies for a respectful learning environment. Response at the secondary tier identifies SEL needs of identified students with bullying-involved behaviours or health-related issues. More intensive supports and SEL programming and resources may be identified to address needs of individual students and families at the tertiary tier of planning.

When members of the school community develop SEL together and apply strategies, responses to incidents that may occur are solution focused and build relationships. Integrating SEL is a strengths-based practice and is related to planning with positive behaviour supports.

Strengths-Based Practice: Planning with Positive Behaviour Supports

Positive behaviour support applies strategies to create school environments to support student success, academically and behaviourally. The three-tiered model presented in this document aligns with this well-known tiered planning frame and shares a common planning process with Positive Behavioural Interventions and Supports (PBIS), often referred to as School-Wide Positive Behaviour Support. Planning with PBIS uses evidence and enquiry to address a continuum of identified needs and interventions.

> "From a school-wide PBIS perspective, successful prevention of bullying behavior is linked directly to teaching adults and students (a) what bullying looks like, (b) what to do before and when bullying behavior is observed, (c) how to teach others what to do, and (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior." (Sugai, Horner, and Algozzine 2)

The intent of school-wide positive behaviour support is to develop a foundation where appropriate, expected behaviours in a positive school climate are the norm for all students. This evidence-based practice involves proactive and explicit teaching of behavioural expectations and pro-social problem solving.

For more background information on PBIS see the following site:
www.pbis.org/common/cms/files/pbisresources/PBIS_Q&A.pdf

Ross, Scott, Rob Horner, and Bruce Stiller. *Bully Prevention in Positive Behavior Support.* Positive Behavioral Interventions & Supports (PBIS), 2009. www.pbis.org/common/cms/files/pbisresources/pbsbullyprevention.pdf.

Sugai, George, Rob Horner, and Bob Algozzine. *Reducing the Effectiveness of Bullying Behavior in Schools*. OSEP Center on Positive Behavioral Interventions and Supports. U.S. Department of Education, 2011. Available online at www.pbis.org/common/cms/files/pbisresources/PBIS_Bullying_Behavior_Apr19_2011.pdf.

Manitoba Education. *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms.* Winnipeg, MB: Manitoba Education, 2011. Available online at www.edu.gov.mb.ca/k12/specedu/behaviour/index.html.

Planning with a positive behaviour perspective includes proactive and responsive practices in school management to address incidents and issues affecting student safety and well-being. Responding through restorative practices engages students, families, educators, schools, and the communities in meaningful, solution-focused, disciplinary, and responsive strategies.

Strengths-Based Practice: Responding with Restorative Practices

Schools in Manitoba have been moving toward restorative practices that use solution-focused problem solving, hold people responsible for their choices and actions toward others, and restore a sense of safety and belonging. Restorative practices maintain that "human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things *with* them, rather than *to* them or *for* them" (Wachtel "Next Step," cited in Wachtel "Defining Restorative" 3).

Restorative practices

- develop healthy relationship skills
- provide safe conditions for self-examination
- evaluate impact on others
- generate solutions and resolution
- support change
- bridge damaged relationships
- strengthen through resilience and protective factors
- restore sense of safety
- re-integrate students into school community
- apply to all and are modelled by adults

Strategies may include small group conferences for concerns that have less serious impact or to de-escalate a situation (e.g., respectful behaviour between classmates), classroom conferences for issues impacting student well-being and learning (e.g., classroom behavioural expectations), and community conferences with trained facilitators (e.g., serious incident of harm). Follow-up is embedded for ongoing support and monitoring of goals. The decision to use restorative practices is made based on the needs of the individuals involved and the type of incident.

Restorative practices interact with and complement related strengths-based practices of social and emotional learning and positive behaviour supports in developing a caring, respectful school. For more information see links below.

Resources

Costello, Bob, Joshua Wachtel, and Ted Wachtel. *The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators: Building a Culture of Community in Schools*. Bethlehem, PA: International Institute for Restorative Practices, 2009.

Dillon, James. *No Place for Bullying: Leadership for Schools That Care for Every Student*. Thousand Oaks, CA: Corwin Press, 2012.

Gossen, Diane. *It's All about We: Rethinking Discipline Using Restitution*. Saskatoon, SK: Chelsom Consultants Limited, 2004.

Greene, Ross. *Lost at School: Why Our Kids with Behavioral Challenges are Falling through the Cracks and How We Can Help Them*. New York, NY: Scribner, 2014.

McConkey, Nancy. *Solving School Problems: Solution-Focused Strategies for Principals, Teachers and Counsellors*. Bragg Creek, AB: Solution Talk Press, 2002.

Olweus Bullying Prevention Program. *Ten Tips for Administrators to Address Bullying in School*. www.violencepreventionworks.org/public/bullying_tips_for_administrators.page (30 Apr. 2013).

Promoting Relationships and Eliminating Violence Network (PREVNet). *Bullying in Schools: Guidelines for Intervention and Prevention.* Kingston, ON: PREVNet, 2007. www.prevnet.ca/sites/prevnet.ca/files/bullying-in-schools-guidelines-for-intervention-and-prevention-cap.pdf

Smith, Dominique, Douglas Fisher, and Nancy Frey. *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management*. Alexandria, VA: ASCD, 2015.

Smith, J. D. "Improving School Climate to Reduce Bullying." *Education Canada* 52.3 (2014): 39–42. www.cea-ace.ca/education-canada/article/improving-school-climate-reduce-bullying

Swearer, Susan, Dorothy L. Espelage, Tracy Vaillancourt, and Shelley Hymel. "What Can Be Done About School Bullying? Linking Research to Educational Practice." *Educational Researcher* 39.1 (2010): 38–47.

Manitoba Education and Advanced Learning. *Safe and Caring Schools: Taking Action Against Bullying*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2014. Available online at www.edu.gov.mb.ca/k12/docs/support/taking_action/index.html.

Viewing the five steps of the Whole-School Approach planning process through these four evidence-based perspectives—**comprehensive school health, three-tiered planning, social-ecological approach, and strengths-based practices**—will help to identify strengths and needs, and establish planning priorities in the development of a school plan.

Five Steps in Planning for Safety and Belonging

The following model illustrates **five steps** in planning for a safe and caring school. The steps use the four evidence-based perspectives in a whole-school approach outlined in the previous section: **comprehensive school health, three-tiered planning, social-ecological approach, and strengths-based practice**. In this section each step in creating a school plan for safety and belonging is outlined, along with suggested planning points.

Step 1

Coordination
Promote and facilitate leadership and responsibility.

Step 5

Monitor, Reflect, and Evaluate
Review plan, reflect on evidence, and identify next steps.

Comprehensive School Health

Social-Ecological Systems

Strengths-Based Practices

Three-Tiered Planning

Step 2

Needs Assessment
Select and interpret evidence to identify needs and establish priorities.

Step 4

Implementation
Build capacity and engage school community through collaborative action.

Step 3

Evidence-Based Plan
Develop plan to address identified priorities.

Figure 1: A Whole-School Approach to Planning for Safety and Belonging

A **Plan for Safe and Caring Schools** is provided to support a coordination committee in outlining and documenting a school plan (see Appendix D for the **Template**; see Appendix E for a **Sample Plan**).

STEP 1: COORDINATION

Promote and facilitate leadership and responsibility

School safety is a key factor in school success. School leaders, through shared and collaborative action, plan for safety and belonging as part of ongoing school improvement. A whole-school approach to planning addresses the specific strengths and needs of the school community. The steps and processes provided in this section, while presented from a school perspective, can also be used at a school division level to support and coordinate planning for school safety with other priorities of public education.

The goal of **Step 1: Coordination** is to promote and facilitate leadership and responsibility in the provision of school safety. Developing and implementing a plan for a safe and caring school is an ongoing process. This planning process is facilitated by the school principal working with a coordination committee that includes collaboration with and staff commitment to the identified outcomes.

"Bullying prevention is more effective in schools where people follow a leader who empowers them with the knowledge and skills to accept responsibility for and make a commitment to stop bullying and to improve overall school climate." (Dillon 2)

Planning points are outlined to help guide the process. The assumption is that the safe school plan links into comprehensive school health in a broader school plan and is guided by school division policies and initiatives.

In Step 1: Coordination, consider the following points:

1.1 Role of School Principal

- Clarify purpose and initiate planning process (e.g., frame questions, collate data, establish and bring together a coordination committee, schedule meetings, and determine resource allocations).

- Review current policies, procedures, and protocols:
  - Provincial Code of Conduct
  - *Safe and Caring Schools: Taking Action Against Bullying*
  - Respect for Diversity Policy
  - *Safe and Caring Schools: A Resource for Equity and Inclusion in Manitoba Schools (MB MYGSA)*
  - *Best Practices in School-based Suicide Prevention: A Comprehensive Approach*

- Review and align planning with current school and division plans and initiatives (e.g., update existing plan or develop new plan).

- Develop awareness and engage staff to plan proactively and responsively (e.g., plan statement, use evidence, collaborative inquiry).

- Facilitate voice of the school community in the identification of needs, priorities, and commitments (e.g., students, parents, staff, and community).

- Develop professional capacity through awareness, skills, and knowledge to support students in a safe and caring school.

- Track implementation timelines and measure impact.

- Report to the school community.

- Acknowledge and celebrate success.

- Plan for safety and belonging as part of the school culture.

1.2 Coordination Committee

At the school level, establish a core coordination committee.

- Core committee representatives suggested:
  - principal
  - students
  - specialists with expertise in improving outcomes:
    - teacher (e.g., SEL outcomes)
    - school counsellor
    - resource teacher

- — positive behaviour support lead teacher
- — curriculum and LICT leader
- ■ Parent Advisory Council member
- ■ Supplement with expertise as needed (e.g., data collector, clinician, school/home liaison, police and community services).

Note: To avoid duplication of resources, the coordination committee may include, represent, or report to the Safe School Advisory Committee (see *The Education Administration Act* (C.C.S.M. c.E10) Safe Schools Regulation found at https://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=77/2005).

1.2.1 Coordination Committee Member Roles

Members of the coordination committee take on the following roles:

Indicate members and their roles in Plan Template (Appendix D).

- ■ Share leadership and responsibility in planning.
- ■ Take ownership for school safety and working with the school community in seeking solutions.
- ■ Ask questions and explore to identify needs.
- ■ Gather and use evidence to inform decisions.
- ■ Listen, share ideas, and embrace diverse thinking to focus goals for identified priorities.
- ■ Reflect on evidence to monitor and evaluate plan.

Leadership, shared and collaborative, develops commitment and understanding of a whole-school approach to planning for safety and response. School principals facilitate participation of students, parents, school staff, and the community in planning for safe and caring schools. Engaging these voices and empowering members of the school community develops ownership and contributes to successful implementation. The roles and responsibilities indicated in Step 1: Coordination continue throughout the planning process.

In Step 2, a **needs assessment** is conducted to identify current strengths, needs, and priorities through a whole-school perspective. The results of the needs assessment will inform the plan.

Smith, J. D. "Improving School Climate to Reduce Bullying." *Education Canada* 52.3 (2014): 39–42. www.cea-ace.ca/education-canada/article/improving-school-climate-reduce-bullying

STEP 2: NEEDS ASSESSMENT

Select and interpret evidence to identify needs and establish priorities

A **needs assessment** conducted by the coordination committee will assess the current school context to identify needs and establish priorities.

Areas to consider may include the following:

- Review policies and protocols to determine if they reflect current legislative requirements.
- Monitor evidence and stage of implementation of any existing plan.
- Conduct a review of services and resources, evidence-based practices, and programming.
- Gather and explore data to describe current school climate and perceptions of safety (e.g., demographics, sense of safety, type of bullying involvement, location, prevalence, duration, frequency, severity, patterns of bullying/ concerning behaviours in the school, and/or responses to those behaviours from various perspectives).
- Ask questions and explore evidence to understand needs and seek solutions.
- Use existing data and compile evidence to inform the planning process.
- Identify possible roadblocks.

> Note: **Large scale, quantitative data** identifies demographics, trends, patterns, and general implications, and can be useful in prevention planning at the school and/or school division level.
>
> **Qualitative individual and/or small group information** can be particularly useful to inform planning for effective intervention and response at the individual level.

Questions can be used to review and interpret data to identify needs and establish priorities. This deeper understanding will lead to developing meaningful outcomes for planning in Step 3. The supporting data can also be used as a baseline to monitor progress.

> "An effective exploring and discovering phase provides a shared focus for engagement and a systematic, balanced exploration of the data. In a well-structured experience, a group can mine the data more deeply and broadly than anyone working alone. This deep look helps group members see the data through others' eyes, especially those who have different perspectives, experiences, or specialized knowledge. This process often surfaces surprising observations or observations expressed in surprising ways."
> (Lipton and Wellman 30)

Lipton, Laura, and Bruce Wellman. *Got Data? Now What? Creating and Leading Cultures of Inquiry*. Bloomington, IN: Solution Tree Press, 2012.

Holcomb, Edie L. *Data-Based Decision Making: Essentials for Principals*. 3rd ed. Bloomington, IN: Solutions Tree Press, 2012.

To conduct a needs assessment that addresses a whole-school approach, consider the following process:

2.1 Apply whole-school perspectives to focus a needs assessment.

Identify and categorize highlights of evidence from a variety of sources and whole-school perspectives to identify strengths and needs:

- **Comprehensive school health:** school safety, healthy relationships, school-based mental health, diversity, digital citizenship and cyber-safety, school-based suicide prevention and intervention

  - What factors are contributing to the health and well-being of students and the school climate?

  - What evidence in the school context identifies priorities to engage in a planning process for school safety?

- **Three-tiered planning:** primary, secondary, and tertiary

  - What practices, curriculum, programming, services, policy, and/or initiatives are in place, and what needs are identified?

- **Social-ecological systems:** student, parents, classroom, school, and community

  - Where are the risks and protective factors that contribute to and support school safety?

- **Strength-based practices:** Integration of SEL outcomes, planning with positive behaviour supports, and responding with restorative practices

  - How will identified needs be addressed?

2.2 Determine what evidence (data) already exists and what additional data is needed.

- What kinds of data will provide information?
- What ethical, confidentiality, and consent issues need attention?

Examples of Quantitative Data

- Tell Them From Me survey
- Early Development Instrument (EDI)
- School Climate Surveys
- Manitoba Youth Health Survey
- School data to determine prevalence of concerns (e.g., attendance, office referrals, disciplinary action reports, guidance referrals/contacts, suspensions/expulsions, guidance survey, parent contacts, team meetings, follow-up assessments, graduation rates, community services referrals)

Manitoba Data Sources:

Manitoba Education and Advanced Learning. *Manitoba Provincial Report:* Tell Them From Me*: Bullying and School Safety, 2013/2014*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2014. Available online at www.edu.gov. mb.ca/k12/safe_schools/links.html

Partners in Planning for Healthy Living. *Manitoba Youth Health Survey Report, 2012–2013*. Winnipeg, MB: Partners in Planning for Healthy Living, 2014. Available online at http://partners.healthincommon.ca/tools-and-resources/ youth-health-survey/.

Healthy Child Manitoba. *Early Development Instrument (EDI)*. www.gov.mb.ca/healthychild/edi/

Examples of Qualitative and Descriptive Data

- observations of students
- student conferencing, goal setting, monitoring
- incident reports, student interviews, follow-up, monitoring
- identification of vulnerable/at-risk students (e.g., [re]entry meetings, transition planning, student services team meetings, grade/subject area meetings)
- interviews/focus groups to hear about particular issues, experiences, solutions (e.g., student focus group, breakfast meetings, graduate exit interviews)

> "Groups need to stay open to multiple interpretations of why the data look as they do before developing any plans of action. Most data sets do not tell the whole story. For any explanation of causal factors to be credible, the analysis must be thoughtful and based on multiple, rich sources of information." (Lipton and Wellman 33)

2.3 Explore and interpret evidence to identify needs and establish priorities.

Examples of questions to generate multiple interpretations include the following:

Compile list of current strengths, needs, and priorities with corresponding evidence.

List highlights of evidence in plan template (Appendix D).

- What is the perception of students' sense of safety? (e.g., prevalence/types/location, support, and perceived impact of and response to bullying/concerning behaviours)
- What strengths, patterns, trends, and anomalies do we see?
- What might be the reasons these patterns, trends, and anomalies exist?
- What directions for growth are indicated?
- What questions or perspectives does this evidence raise to explore further?
- What more do we need or how do we clarify data? (e.g., interviews, focus group, observation, further assessment)
- What student demographics or factors within the whole-school perspectives need specific consideration? (e.g., grade level, gender, cultural background, parent resources, SEL at primary tier)

2.4 Identify one to three priorities.

The following points can be used as a guide to determining priorities:

Record priorities in the plan template (Appendix D).

See sample plan (Appendix E).

- During exploration and interpretation from the whole-school perspectives, categorize reoccurring, prevalent, time-consuming issues.
- Identify problem areas or themes to define priority areas.
- Based on an interpretation of evidence, determine factors contributing to the identified priority area and possible solutions.
- Predict initial expected outcomes for improvement (what outcomes would have the greatest impact in the priority area[s] identified).

- Propose evidence-based implementation strategies to meet outcomes (developed further in Step 3: Evidence-Based Plan).

- Record one to three priorities to guide the plan, such as the following:

  - Connection and Community: Broaden sense of belonging and connection for all students and particularly students identified at secondary and tertiary levels.

  - Comprehensive School Health: Provide staff development on early identification of needs, facilitate collaborative planning addressing tiered programming, and identify resources to support parents.

  - Social and emotional learning for all students: Integrate SEL outcomes and continue to focus on positive behaviour supports.

Using the perspectives of the whole-school approach, with supporting evidence, the needs assessment conducted in Step 2 creates an understanding of needs and identifies existing strengths, along with areas for growth and development. Change is made when school principals, with the support of the coordinating committee, select school practices, processes, programming, curriculum, policies, and/or procedures to address identified priorities in school planning. Involving members of the school community empowers and energizes the development and implementation of a meaningful, evidence-based plan (Steps 3 and 4).

STEP 3: EVIDENCE-BASED PLAN

Develop plan to address identified priorities

The coordinating committee, with the principal, develops a school plan based on the identified needs and priorities established through a needs assessment. A school plan will focus on school processes that have an impact on student safety and on effective responses to incidents (e.g., practices, services, programming, classroom instruction, curriculum implementation, staff development, policies, and procedures).

A comprehensive plan is developed around selected priority areas and includes a plan statement, expected outcomes, indicators of success, strategies for implementation, strategies for data collection to track effectiveness, and timelines. The plan and communication of the plan guides strategic, systematic, and collaborative efforts in implementation.

> "You will need to examine your data first to see what would be attainable and a goal worthy of commitment within a given time frame. We encourage schools to set goals that are at least 2 to 3 years out to give themselves the kind of longer-term strategic focus that would result in significant improvement."
> (O'Neill and Conzemius 19)

Consider the following points to guide planning:

3.1 Develop plan.

Record the plan statement in the plan template (Appendix D).

- Clarify identified priorities to frame plan.
- Determine contributing factors.
- Select evidence-based practices and processes.
- Create or update a summary plan statement to focus and communicate the plan.

3.2 Develop outcomes.

Develop one to three manageable, meaningful, clear statements of expected outcomes (SMART ones: specific, measureable, achievable, relevant, time-related).

Indicate expected outcomes in the plan template (Appendix D) with corresponding

- indicators of success
- implementation strategies
- data collection plan
- timelines

- Frame the outcomes around student learning, well-being, and safety.
- Predict indicators of success.
- Determine implementation strategies and steps outlining what and how outcomes will be achieved.
- Indicate the form(s) of evidence/data that will be collected to monitor progress toward achieving the expected outcomes, impact, or change over time (e.g., measures of implementation and measures of change for students and educators).
- Include timelines for short- and/or long-term outcomes.

3.3 Specify roles and responsibilities.

Who will

- lead and report on each expected outcome?
- collect, monitor, and report on the data?

See a sample school plan (Appendix E).

3.4 Coordinate planning efforts.

- Include safe and caring school outcomes in the school plan (e.g., student services plan and/or divisional strategic plan).
- Facilitate collaboration.
- Communicate status of plan.

The coordination committee, with the school principal, and in communication with the school community, have committed to a whole-school plan for a safe and caring school. A plan statement communicates action and frames the outcomes developed around identified priority areas. With a clear, sustainable plan and using evidence-based practices and strategies, the next step is planning for **Implementation**.

S TEP 4: I MPLEMENTATION

Build capacity and engage school community through collaborative action

To implement a plan for school safety and effective response, strategies and processes will reflect an understanding of the complexities of bullying behaviours. An application of the whole-school approach will build capacity and sustainability.

The plan implemented will be unique and will depend on the needs and identified priorities of the school division/school context, culture, and community (e.g., training for staff in awareness and skills, integrating SEL outcomes, positive behaviour supports, and/or restorative practices).

In the implementation process, consider the following points:

4.1 Support collaborative, strategic whole-school implementation.

- Create a calendar of implementation (e.g., strategy session, committee meetings, engaging partners, staff professional development, tiered initiatives, time frames, and monitoring).
- Determine how evidence (data) will be gathered to monitor implementation.
- Review indicators of successful implementation.
- Coordinate identified professional development to build capacity and empower school staff.
- Review and revise membership of the coordination committee for effective implementation.
- Use outcomes and supportive evidence to identify expertise required (internal and external).
- Communicate the plan and progress to the school community.
- Recognize and celebrate progress.

4.2 Chart timelines.

- Clarify methods of reporting on outcomes (e.g., strategies, indicators of success, and data collection).
- Determine how often and when the coordination committee will meet.
- Respond to individual and group needs.
- Adjust outcomes and timelines.

In **Step 5**, the coordination committee will monitor the flow of implementation. Throughout the implementation process, communication on the status of the plan is key and is facilitated within the coordination committee and with members of the school community.

S TEP 5: M ONITOR, R EFLECT, AND E VALUATE

Review plan, reflect on evidence, and identify next steps

The coordination committee monitors and reviews the implementation strategies and indicators of success toward the expected outcomes identified in the school plan. Based on the timeline established, the committee will reflect upon the evidence for each outcome, evaluate to identify next steps or if changes are required, and accommodate newly identified findings and/or needs. Each plan will be unique to the school's context.

5.1 Monitor and review plan.

- Provide regular, scheduled opportunities for staff to reflect on the implementation process.
- Monitor expected outcomes.
- Attend to timelines (revise or adjust if needed).
- Identify any barriers to implementation.
- Invite feedback from committee members and school staff (their roles, the support received, suggestions for improvement).
- Revisit plan statement (yearly).
- Celebrate and communicate accomplishments (acknowledge shared action).

5.2 Reflect on evidence.

- Select and compile data to compare to baseline data from needs assessment.
- Determine additional data needed for ongoing planning.
- Interpret data to gauge expected change.
- Review outcomes where change is not evident (e.g., implementation strategies, support and resources, evidence-based strategies, and educator expertise).
- Make recommendations.
- Report to school community (students, staff, parents/caregivers, community) on progress, findings, and next steps through methods such as the following:
  - student groups
  - staff meeting updates
  - parent council meeting
  - school newsletter, website

5.3 Evaluate plan and identify next steps.

- Compile a list of initiatives and programming for continued support, and identify new needs/priorities.

- Build upon or redirect planning in identified priority areas based on analyzed data.

- Identify next steps to sustain momentum and continue building capacity (extend, revise, or create new plan).

- Confirm roles and responsibilities of coordinating committee members and school staff.

- Note lessons learned.

- Celebrate and communicate accomplishments.

All members of the school community need to feel a sense of belonging and safety. Working together and building upon existing resources and strengths, schools implement plans to address identified priorities and respond effectively to behaviours that have an impact on student safety and well-being. With leadership, intentional planning, and shared responsibility, schools provide safe learning environments.

CONCLUSION

Conclusion

Manitoba schools have their own unique qualities, each creating a safe community for learning with a common vision of every learner completing a high school education with a profound sense of accomplishment, hope, and optimism. The provision of a safe and inclusive environment is the foundation for meeting the learning needs of students. Schools, in planning for comprehensive school health, strive to address multiple issues affecting children and youth, including diversity, school-based mental health, cyber-safety, suicide prevention, and healthy relationships.

The intent of this document is to define and apply an understanding of a whole-school approach throughout a five-step planning for safety and belonging process. Four planning perspectives overlap to represent the complexity that underlies the planning process. Collaborative planning, led by the school principal working with a coordinating committee, applies the four perspectives (comprehensive school health, three-tiered planning, social-ecological systems, and strengths-based practices) to identify priorities and create a plan for school safety.

Contact Information:

Program and Student Services Unit
Manitoba Education and Training
204–1181 Portage Avenue
Winnipeg MB R3G 0T3
Telephone: 204-945-5294
Toll-Free: 1-800-282-8069, ext. 5294
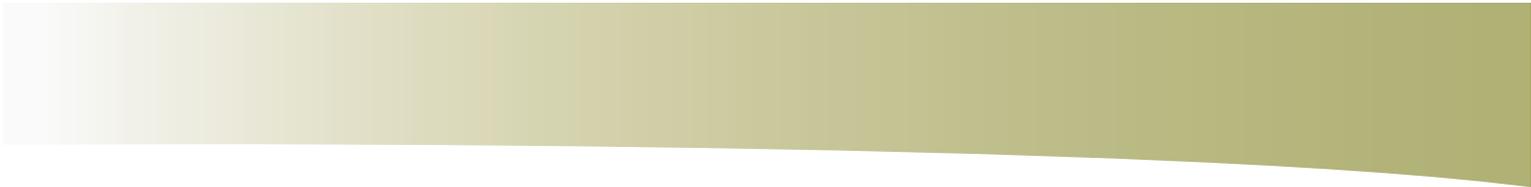
APPENDICES

A. Evidence-Based Practice in Planning for Safe and Caring Schools

B. Social-Ecological Systems: Protective Factors Chart

C. Whole-School Approach Chart

D. Plan for Safe and Caring Schools—Template

E. Plan for Safe and Caring Schools—Sample

F. Resources

EVIDENCE-BASED PRACTICE IN PLANNING FOR SAFE AND CARING SCHOOLS

There has been growing interest in and increased research directed toward understanding the complexity and significance of school bullying, finding effective ways to reduce bullying, and translating this research into effective practice to create safe and caring schools.

The Manitoba model illustrated in *Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging* presents an approach based on four evidence-based perspectives, which include the following:

- planning for safety and response as part of comprehensive school health

- using a three-tiered frame to address a range of identified needs

- identifying the social-ecological systems' risk and protective factors

- applying strengths-based practices as preventative and responsive strategies

These perspectives guide planning for schools that are safe and healthy places to learn (See Figure 1, page 13).

Defining Evidence-Based Practice

When educators and educational leaders use reliable research evidence and monitor data to inform decision making related to implementing "what works" practices, programming, and policies, they are engaged in evidence-based practice. School planning includes investigating evidence-based practices, implementing a plan with known effective strategies, and monitoring the impact.

This practice is described by Abbott:

> A widely used adjective in education, "evidence-based" refers to any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance. Among the most common applications are *evidence-based decisions*, *evidence-based school improvement*, and *evidence-based instruction*. The related modifiers *data-based, research-based*, and *scientifically based* are also widely used when the evidence in question consists largely or entirely of data, academic research, or scientific findings.

In education, the connection and transfer between the research evidence and evidence-based school practices are complex. Evidence-based practice indicates a direct relationship between research findings that tend to be logical, sequential, quantitative, and broad. Educational practices in a particular school context are often creative, flexible, student-specific, and multi-layered. It is important to recognize that while large scale quantitative research findings can guide preventative planning and practices, addressing day-to-

day challenges and needs of individual students in a school setting requires further understanding and expertise.

When educators bring their own expertise, engage in inquiry, review the research literature, and establish a professional practice where evidence is gathered, questioned, and used to support decisions, they are engaged in evidence-based practice. Exploring the evidence into what works supports educator expertise and empowers educators and leaders to make informed decisions. The goal is to implement proven and promising actions to address identified priorities and to monitor improved outcomes for children and youth.

Exploring Evidence-Based Practice

Educators can engage in evidence-based practice by doing the following:

- Collect available research evidence on a particular question or the effectiveness of a particular strategy.
- Look for reliable evidence where several studies have produced similar findings over different groups and through different methods.
- Explore summaries or meta-analyses of research.
- Search "best practices" sites.
- Look for consistency from multiple sources.
- Note high validity across settings.
- Determine how to apply evidence-based practice into an educational setting.
- Collaborate with colleagues.
- Partner with a post-secondary institution or a research group to conduct a randomized control trial or action research to determine programming effectiveness, to pilot a new program, and/or to evaluate the effectiveness of your implementation of the strategy.

Research Summaries

Promoting Relationships & Eliminating Violence Network (PREVNet). *Research*. 2015. www.prevnet.ca/research

Public Safety Canada. *Bullying Prevention: Nature and Extent of Bullying in Canada*. Ottawa, ON: Public Safety Canada, 2008. www.publicsafety.gc.ca/cnt/rsrcs/pblctns/bllng-prvntn/bllng-prvntn-eng.pdf

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Research and evidence-based practices are useful when applied and made meaningful in the day-to-day functioning of a school. Evidence-based practice in the provision of safe and caring schools applies prevention and intervention practices known to address common issues in planning for school safety.

For instance, research supports the effectiveness of addressing school safety within the context of comprehensive school health.

Evidence-Based and Promising Practices

Meta-analytic reviews have confirmed evidence-based practice in preventing and responding to bullying behaviours. Promising practices have strong quantitative and qualitative data showing positive outcomes and are in the process of further research. Research continues to advance understanding and implications related to planning for and providing safe learning environments.

The following list was compiled from the research literature (see reference list at end of this appendix) on evidence-based and promising practices in planning and programming for safe and caring schools:

- Develop a positive school climate.

- Address school and school division context.

- Define and measure *bullying* and *victimization*.

- Sustain a whole-school approach to comprehensive school health through collaborative, tiered, multi-dimensional planning and implementation.

- Increase awareness and development of skills, knowledge, and attitudes related to the prevention of bullying behaviours and promotion of safety and wellness throughout the school community (e.g., students, parents/caregivers, school staff, and community).

- Use a high quality of standards through intensive and long-lasting implementation.

- Develop clear whole school policy to address bullying behaviours and related concerns (including digital citizenship/cyber-safety, diversity, healthy relationships, school-based mental health, school-based suicide prevention).

- Implement effective, consistent classroom behaviour management through the use of positive behaviour supports (e.g., clear rules, social architecture, positive norms, non-hostile and non-punitive methods, problem solving and positive action, and monitoring).

- Communicate clear expectations for behaviour in a positive school climate that provides safety, security, and support for students, and promotes positive relationships and student well-being (e.g., firm clear conversations to stop bullying behaviour, referral to the principal, individual skills training for students involved, formative consequences, goal setting, increased supervision, parental involvement).

- Facilitate student voice, participation, and contribution to a positive school climate.

- Integrate social and emotional learning within curricula and learning processes (e.g., cooperative learning, classroom instruction, routines).
- Address safety enhancement of the physical school environment (e.g., supervision attention to high incident area, school as a safe place, gender-neutral bathrooms and change facilities).
- Build capacity and expertise through staff professional learning (e.g., early identification, solution-focused problem solving, classroom management).
- Provide counselling or strategy development for individual students and collaboration with specialized professional for support when appropriate (early intervention and support).
- Facilitate parent meetings, resources, partnership, and education.

(Australia Ministerial Council for Education, Early Childhood Development and Youth Affairs; Ttofi and Farrington, "Effectiveness"; Durlak et.al.; PREVNet, *Choosing*; Cowan, et al.; Bradshaw, "Translating")

Ineffective Practices

Along with the growing body of evidence on what works, there is also evidence regarding what does not work. The following are examples of practices that have proven to be ineffective in preventing and responding to bullying-related behaviours:

- selecting resources based on single studies or studies conducted by the promoter of the resource or program as more likely to promote positive evidence (see *Canadian Best Practices Portal* link below)
- quickly adopting "programs" (see *Choosing an Evidence-Based Bullying Prevention Program* by PREVNet before whole school implementation link below)
- moving from new "glossy" program to program (instead, select resources and support whole-school implementation and Manitoba curricular learning outcomes)
- simple, quick fix, short-term reactive solutions (instead, review evidence and apply whole-school perspectives to proactive planning and response)
- telling children/youth to ignore bullying (instead, provide connections with safe adults, teach help-seeking strategies, attend to bullying-involved behaviours)
- providing simplistic assertiveness training: telling children and youth to "stand up" to people, in a perceived power imbalance, who intentionally and repeatedly hurt, humiliate, and/or cause them fear (this requires confidence and understanding of basic human rights, awareness of bullying behaviours, skills in intervention, clear reporting process, safe and supportive adults, and self-care strategies)

- addressing "bullying" with one-time motivational assembly (not shown to have long-term impact unless part of comprehensive whole-school plan)

- providing mediation/conflict resolution/peer mediation meant for "equal" participants (while mediation has been shown to be effective in resolving conflict between equal parties, bullying behaviours indicate a power imbalance requiring skilled intervention)

- applying interventions only for individual children/youth with bullying involvement (instead, all students need the awareness, coping skills, and help-seeking strategies to deal with hurt and harmful behaviours through whole-class instruction)

- providing group treatment (e.g., anger management, self-esteem enhancement, social skills) for children/youth identified as "bullies" (instead, provide classroom-based instruction along with one-to-one intervention for identified students to gain self-awareness, to set and monitor goals for safety, and to avoid labelling)

- administering "Zero Tolerance": punitive discipline that mandates suspension without support, flexibility, or follow-up (this is not shown to have long-term effectiveness)

- banning social media and forms of technology to resolve electronic bullying (instead, develop information and communication technology ethics, responsibilities, and safety)

- ignoring adult bullying behaviour (instead, model healthy relationships and problem solving)

(Australia Ministerial Council for Education, Early Childhood Development and Youth Affairs; Ttofi and Farrington, "Effectiveness"; Durlak et.al.; PREVNet, *Choosing*; Bradshaw, "Translating")

Selecting evidence-based resources/programs:

PREVNet, and Ontario Ministry of Education. *Choosing an Evidence-Based Bullying Prevention Program—Fact Sheet.* (Working Draft). 2013. https://docushare.rainbowschools.ca/dsweb/Get/Document-151661

Public Health Agency of Canada. "Preventing Violence." *Canadian Best Practices Portal.* http://cbpp-pcpe.phac-aspc.gc.ca/category/behaviour-related-risk/preventing-violence/

Blueprints for Healthy Youth Development. Home page. www.blueprintsprograms.com/

Collaborative for Academic, Social, and Emotional Learning (CASEL). *The CASEL Guide: Effective Social and Emotional Learning Programs.* www.casel.org/guide/

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Farrington, Camille A., Melissa Roderick, Elaine Allensworth, Jenny Nagaoka, Tasha Seneca Keyes, David W. Johnson, and Nicole O. Beechum. *Teaching Adolescents to Become Learners. The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review.* Chicago, IL: University of Chicago Consortium on Chicago School Research, 2012.

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Michael, Shannon L., Caitlin L. Merlo, Charles E. Basch, Kathryn R. Wentzel, Howell Wechsler. "Critical Connections: Health and Academics." *Journal of School Health* 85.11 (2015): 740–758.

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SOCIAL-ECOLOGICAL SYSTEMS: PROTECTIVE FACTORS CHART

Planning through a social-ecological systems perspective identifies and strengthens the development of protective factors and encourages resiliency. This chart highlights common protective factors across the multi-systems that contribute to school safety, well-being, and success.

> "A student's resilience is fostered when his or her *internal* and *environmental protective factors* are strengthened. These protective factors can buffer, ameliorate, and mitigate the effects of risk and stress, propelling the student to academic and life success." (O'Dougherty Wright, Masten, & Narayan, cited in Henderson 22)

Social-Ecological Systems

Social-Ecological Systems Perspective
Protective Factors in Building Resilience
Where solutions are found

Student (Individual)	Parents (Relational)	Teacher/ Classroom	School	Community (Society)
▪ positive relationships ▪ sense of identity, achievement, and belonging ▪ empowered with choice ▪ hopefulness/ optimism ▪ social, emotional, and physical well-being ▪ supportive family ▪ meaningful contribution ▪ connection to culture and community ▪ personal and safety resources ▪ spirituality	▪ responsive, caring, competent caregivers ▪ clear, reasonable expectations ▪ structure and monitoring ▪ healthy sibling relationships ▪ celebrated family history and culture ▪ positive peer culture ▪ parental engagement with school ▪ community/ family support and connection ▪ socio-economic security ▪ spirituality	▪ educator expertise ▪ effective classroom practices ▪ collaborative practice ▪ supportive, caring student-adult and adult-adult connections ▪ healthy relationship skills ▪ solution-focused problem solving ▪ positive mental health ▪ critical literacy ▪ digital citizenship ▪ safe spaces/ cyber-safety ▪ social justice/ human rights/ diversity ▪ home-school communication	▪ positive school climate ▪ tiered planning for student success ▪ comprehensive school health ▪ respect ▪ a range of extra-curricular opportunities ▪ connection to health and community services ▪ transition planning: early childhood to post-secondary educational, employment, and/or contributing-to-community options	▪ community support of education ▪ opportunities for community involvement ▪ safe neighbourhoods ▪ affordable, safe housing ▪ access to support services ▪ access to special interests (clubs, recreation, cultural, spiritual, nature, entertainment)

WHOLE-SCHOOL APPROACH CHART

Proactive Strategies and Responsive Actions: Planning for Comprehensive School Health

This chart provides a sample of practices and strategies organized by the four planning perspectives applied in a whole-school approach: comprehensive school health, three-tiered planning, social-ecological systems, and strengths-based practices. Also see the comprehensive school health strategies on pages 20 to 21.

Comprehensive School Health: Safe and Caring Schools			
Social-Ecological Systems	**Three-Tiered Planning**		
	Primary: Proactive and responsive strategies for all students school-wide for the most impact	**Secondary:** Proactive and responsive strategies for early intervention and support for identified children and youth	**Tertiary:** Strategies developed, implemented, and assessed to minimize the immediate consequences of an issue
	Strengths-Based Practices		
Student	▪ Identify individual strengths and interests. ▪ Develop positive interpersonal relationships and social supports. ▪ Understand academic and behavioural expectations. ▪ Participate in opportunities for involvement, voice, and leadership. ▪ Develop help seeking awareness. ▪ Access health and safety resources. ▪ Develop and contribute to positive, caring, and supportive relationships. ▪ Identify any comprehensive school health issues affecting student safety: mental health, cyber-safety, sexuality, gender identity, peer/school/family relationships.	▪ Focus support on identified needs of individual students. ▪ Identify emotional, social, behavioural, psychological, and/or physical safety needs. ▪ Ensure safety with minimum interruption to learning environment. ▪ Identify strengths and meaningful contributions. ▪ Provide immediate and direct intervention. ▪ Identify learning needs and implement restorative strategies (e.g., formative consequences, individual support, classroom-based instruction, literacy-based instruction, peer support). ▪ Identify risk factors (e.g., bully/victim, cognitive ability, disability status, gender, age/grade, sexual identity/orientation, socio-economic status, advanced/low social skills, relational style).	▪ Advocate for student. ▪ Assemble student team with family and other service providers with a designated case manager. ▪ Explore personal strengths and available resources. ▪ Engage student in solutions and goal setting. ▪ Attend to educational needs and programming in addition to physical, mental health, or safety needs. ▪ Provide individual support in developing coping strategies. ▪ Develop safety plan and/or re-entry plan.

(continued)

Comprehensive School Health: Safe and Caring Schools

Social-Ecological Systems	Three-Tiered Planning		
	Primary: Proactive and responsive strategies for all students school-wide for the most impact	**Secondary:** Proactive and responsive strategies for early intervention and support for identified children and youth	**Tertiary:** Strategies developed, implemented, and assessed to minimize the immediate consequences of an issue
	Strengths-Based Practices		
Student *(continued)*		■ Individualize and monitor (student may require more or less direction/guidance). ■ Support development of protective factors. ■ Develop individual intervention/behaviour/or safety plan working with student(s), staff, and family where appropriate. ■ Communicate plan.	
Family/ Caregivers	■ Welcome parents into the school community. ■ Use communication strategies to bridge information among the school, students, and parents. ■ Communicate code of conduct and procedures to address incidents. ■ Invite parent voices to assess policies, code of conduct, processes, and supports related to school safety (e.g., parent council, follow-up, forum, focus group, survey). ■ Model respectful communication and solution-focused problem solving. ■ Facilitate opportunities for families and students to share their culture.	■ Engage parents in proactive safety plan. ■ Determine communication process with parents as part of safety plan. ■ Address risks and support development of protective factors. ■ Identify appropriate community supports, and facilitate access if needed (e.g., youth groups, special interest groups, service providers). ■ Review/revise safety plan with student and parents. ■ Monitor for resolution. ■ Offer supportive strategies to parents of child/youth distressed by bullying and to parents whose child is exhibiting bullying behaviours. ■ Support parents in accessing additional services.	■ Involve student, parents, other service providers in collaborative planning for high risk/vulnerable students. ■ Identify protective factors and strengths of family. ■ Link family to support services (e.g., self-help groups, family resource centres, cultural and community organizations). ■ Include parents and other service providers in collaborative planning. ■ Ongoing connection with families (home visits, preparation for meeting, invite them to bring an advocate). ■ Link families to additional resources if needed (have a "Resources in the Community" contact sheet available).

(continued)

Comprehensive School Health: Safe and Caring Schools

Social-Ecological Systems	Three-Tiered Planning		
	Primary: Proactive and responsive strategies for all students school-wide for the most impact	**Secondary:** Proactive and responsive strategies for early intervention and support for identified children and youth	**Tertiary:** Strategies developed, implemented, and assessed to minimize the immediate consequences of an issue
	Strengths-Based Practices		
Family/ Caregivers *(continued)*	■ Provide parents with resources and supports (e.g., information about child/youth development, supporting student learning, school initiatives, bullying-involved behaviours, cyber-safety, positive mental health, healthy relationships). ■ Identify and plan strategies to overcome barriers to parent involvement (e.g., communication formats, translator, transportation, child care, meeting location). ■ Create an orientation package for new families that register mid-year.	■ Develop opportunities to engage or re-engage resistant or reactive parents/caregivers.	
Classroom/ Educators	■ Assume primary proactive role and responsibility. ■ Develop and facilitate class guidelines for a respectful learning community. ■ Set high expectations for student learning and behaviour. ■ Develop reflection and critical thinking practices. ■ Integrate social and emotional Manitoba curricula learning outcomes (Kindergarten to Grade 12). ■ Connect with students as individuals at every opportunity. ■ Use student conferencing to get to know students—their learning goals, interests, strengths, and concerns.	■ Note students who seemingly lack networks, interests, or involvement, and make a point of connecting with them and/or refer them to student support services. ■ Provide explicit teaching, modelling, and practice for students who require additional support. ■ Intentionally organize student interactions to structure positive and to prevent negative experiences (e.g., flexible grouping, "social architecture"). ■ Communicate "open-door" approachability (e.g., before class, lunch hour, breaks).	■ Plan collaboratively for students with complex needs (with student, family, other service providers involved). ■ Access school-based or divisional specialists. ■ Clearly communicate positive behavioural expectations. ■ Consistently enforce school-wide codes of conduct. ■ Refer and participate in functional behavioural assessment to plan proactive strategies, intervention, and stabilization.

(continued)

Comprehensive School Health: Safe and Caring Schools

Social-Ecological Systems	Three-Tiered Planning		
	Primary: Proactive and responsive strategies for all students school-wide for the most impact	**Secondary:** Proactive and responsive strategies for early intervention and support for identified children and youth	**Tertiary:** Strategies developed, implemented, and assessed to minimize the immediate consequences of an issue
	Strengths-Based Practices		
Classroom/ Educators *(continued)*	■ Model active listening. ■ Build upon students' strengths. ■ Embed principles of respect, equity, diversity, and inclusion into learning and classroom practices. ■ Provide opportunities for students to explore a diverse world of identities and cultures. ■ Use "teachable moments" to support positive relationships and problem solving. ■ Teach developmentally appropriate personal safety and help-seeking strategies. ■ Recognize children and youths' ability to learn and correct their behaviour. ■ Notice and acknowledge students for caring about and including others in a positive manner. ■ Refuse sarcasm, negativity, and demeaning jokes. ■ Plan collaboratively with colleagues and student support services. ■ Identify and intervene on bullying behaviours. ■ Respond with support to all students involved in bullying incidents, identify the issue, provide early intervention, and facilitate resolutions. ■ Communicate with and involve parents.	■ Structure transitions, recess, and/or lunch for students needing more guidance/direction. ■ Identify appropriate support for student. ■ Facilitate meaningful contributions that meet student's identified needs (e.g., attention, belonging, leadership). ■ Include a check point as part of the student's safety plan to review goals, track positive behaviour, and/or identify areas to review. ■ Communicate with parents on progress and strategies in place (e.g., positive behaviour).	■ Prepare proactive safety plan for responding to severe, high risk, emotional escalation behaviour (who, when, where). ■ Implement, monitor, adjust strategies. ■ Document and track behaviour, interventions, and assessment.

(continued)

Comprehensive School Health: Safe and Caring Schools

Social-Ecological Systems	Three-Tiered Planning		
	Primary: Proactive and responsive strategies for all students school-wide for the most impact	**Secondary:** Proactive and responsive strategies for early intervention and support for identified children and youth	**Tertiary:** Strategies developed, implemented, and assessed to minimize the immediate consequences of an issue
	Strengths-Based Practices		
Classroom/ Educators *(continued)*	■ Understand that children and youth exhibiting bullying behaviours do respond to interventions. ■ Model and teach solution-focused problem solving. ■ Teach about the impact of bullying behaviour and skills to correct behaviour.		
School	■ Assess comprehensive school health. ■ Review disciplinary policies and protocols to reflect and reinforce strengths-based practice. ■ Communicate Safe and Caring School Plan. ■ Implement safe school initiatives: code of conduct, reporting processes, policies. ■ Focus on positive norms (e.g., 97% of students in our school believe in treating others with respect). ■ Track and show evidence that the majority of students respond to intervention, communication processes, and consequences outlined in the school's code of conduct. ■ Facilitate students-students, students-staff, staff-staff, and school-home connections. ■ Facilitate collaborative structures for educator planning, capacity building, and implementation (e.g., professional learning communities, team meetings, collaborative/ appreciative inquiry, staff meeting time).	■ Define needs of specific groups of vulnerable students as indicated in school data (e.g., repeated office referral, "bully-victims" pattern of interaction, group labelling/friction, gender/ grade interactions). ■ Schedule staff training on awareness and early identification (e.g., bullying/cyberbullying, suicide, mental health, physical health, abuse reporting/child protection). ■ Use proactive plan interventions to interrupt the potential to escalate. ■ Restore sense of safety. ■ Reaffirm goals for personal and/or school success. ■ Collaboratively program and monitor, with family involvement, to shorten duration, lessen impact, or stabilize (e.g., functional assessment, referral, safety plan). ■ Determine programming (e.g, individual skills instruction, increased monitoring, daily positive feedback on behavioural goals, academic support, individual counselling, structured transitions).	■ Promote a safe, inclusive, and caring school climate. ■ Develop bullying/risk prevention and response plans. ■ Track and use evidence for informed decision making. ■ Engage and communicate with parents. ■ Determine and support student's protective factors. ■ Address complex needs of students who exhibit behaviours that are harmful and/or disruptive to others, themselves, and the school environment. ■ Identify co-existing concerns affecting behaviour such as learning problems, substance abuse, trauma, relational/family issues. ■ Refer for additional support services. ■ Engage multi-disciplinary team/inter-agency services.

(continued)

Comprehensive School Health: Safe and Caring Schools

Social-Ecological Systems	Three-Tiered Planning		
	Primary: Proactive and responsive strategies for all students school-wide for the most impact	**Secondary:** Proactive and responsive strategies for early intervention and support for identified children and youth	**Tertiary:** Strategies developed, implemented, and assessed to minimize the immediate consequences of an issue
	Strengths-Based Practices		
School *(continued)*	■ Schedule supervision safety plan for identified hot spots (e.g., adequate adult connection and supervision). ■ Identify concerning issues (e.g., "bullying," conflict, friendship changes, mental health, harassment). ■ Build staff capacity to prevent and respond to concerning behaviours (e.g., early identification, non-violent intervention, dealing with conflict). ■ Implement a model of early identification of academic, behavioural, and/or emotional student needs. ■ Use proactive, restorative disciplinary practices (e.g., non-reactive, non-punitive, solution-focused problem solving, formative consequences, skills/strategy building, and monitoring). ■ Implement a comprehensive and developmental school guidance and counselling program. ■ Facilitate transition planning (entrance through graduation). ■ Document and collect data.	■ Include check point in plan to review goals, track positive behaviour, identify areas to review, or close file.	■ Develop supportive programming toward increased self-knowledge, strengthening support networks, and increasing resiliency skills to decrease the potential for repeated crises. ■ Attend to chronic needs (e.g., mental health needs). ■ Review and update emergency preparedness plans/response protocols (e.g., crisis response, suicidal intentions/actions, self-harming behaviours, harassment, stalking, threats, cyber-crime, weapons, sexual exploitation/pornography).

Comprehensive School Health: Safe and Caring Schools

Social-Ecological Systems

Three-Tiered Planning		
Primary: Proactive and responsive strategies for all students school-wide for the most impact	**Secondary:** Proactive and responsive strategies for early intervention and support for identified children and youth	**Tertiary:** Strategies developed, implemented, and assessed to minimize the immediate consequences of an issue
Strengths-Based Practices		
Community		
▪ Share school's code of conduct and behavioural expectations with the school community. ▪ Liaise with community resources and organizations to develop a shared commitment about safe and caring schools and community. ▪ Connect to community activities that promote positive relationships (volunteering, physical activity, spiritual health, social and cultural gatherings). ▪ Invite community members/services to bring learning into classrooms and schools as part of study units (e.g., integrate social and emotional learning outcomes, Artists in the Schools, Manitoba Theatre for Young People, Public Health Initiatives, Kids in the Know, Roots of Empathy). ▪ Develop relationships with key service providers. ▪ Connect with community partners to build the skills to identify and address identified needs (e.g., shared professional development and resources). ▪ Identify and use resources and services within the community (e.g., Teen Talk, Red Cross, Sexuality Education Resource Centre, Rainbow Society, Suicide Prevention, Positive Mental Health).	▪ Work with personnel from child protection agencies and justice in prevention and response planning for youth experiencing abuse, aggression, violence, or cyber-exploitation. ▪ Validate the positive, health-focused, strength-based perspective in community contribution to school projects. ▪ Facilitate a series of information-sharing sessions—invite community specialists to breakfast/luncheon for conversation and awareness.	▪ Facilitate mentorship programming. ▪ Demonstrate value and support of education and school community. ▪ Emphasize social and cultural norms that support safety. ▪ Advocate for legislation and policy that supports safety (child protection services, human rights, mental health). ▪ Plan proactive three-tiered prevention and response. ▪ Clearly define boundaries for safety and protection (e.g., no acceptance for aggression or violence). ▪ Use *Wraparound Protocol for Children and Youth with Severe to Profound Emotional and Behavioural Disorders*. ▪ Facilitate transition planning for youth with mental health/youth justice–related absences from school.

(continued)

Comprehensive School Health: Safe and Caring Schools

Social-Ecological Systems

Three-Tiered Planning		
Primary: Proactive and responsive strategies for all students school-wide for the most impact	**Secondary:** Proactive and responsive strategies for early intervention and support for identified children and youth	**Tertiary:** Strategies developed, implemented, and assessed to minimize the immediate consequences of an issue
Strengths-Based Practices		
■ Work with community partners and service providers to establish consistent response protocols. ■ Establish key contacts to facilitate timely service or referral for students/families (e.g., emergency, specialized, legal, medical). ■ Use solution-focused problem solving and protective factors in program planning.		

Community *(continued)*

P LAN FOR S AFE AND C ARING S CHOOLS—T EMPLATE

Purpose: This template provides an outline to document a five-step planning process in the development of a new plan or to update the implementation of an existing plan. The plan records expected outcomes, implementation strategies, and monitoring to address priority areas identified by the coordination committee.

Step 1: Coordination Promote and facilitate leadership and responsibility.

Coordination Committee Members	Roles and Responsibilities	Meeting Dates

Step 2: Needs Assessment
Select and interpret evidence to identify needs and establish priorities.

Highlights of Evidence:

School Priorities (Select 1 to 3):

1.

2.

3.

Step 3: Evidence-Based Plan Develop plan for identified priorities.

3.1 Plan Statement:

3.2 Outcomes for Safe and Caring School Plan

Expected Outcomes: Clear statement of expected short- and/or long-term results as measured by changes in skills, knowledge, and behaviour of adults and/or students (SMART: specific, measurable, achievable, relevant, time-related)	Strategies: What and how outcomes are achieved: implementation strategies, steps, resources, responsibilities	Indicators: Indicators of success or evidence of progress towards achieving the outcomes	Data: Data collection to measure impact or change over time
Outcome(s) for each priority: 1.			
2.			
3.			

(continued)

Step 4: Implementation
Build capacity and engage school community through collaborative action.

How will implementation strategies reflect a whole-school approach?

Management and resource allocation (e.g., model application, professional development, classroom resources)

Timeline(s) (calendar of implementation)

Communication to school community (e.g., staff meetings, report to the community, forum, parent council meeting, newsletter)

Step 5: Monitor, Reflect, and Evaluate
Review plan, reflect on evidence, and identify next steps.

Expected Outcomes: progress/results/accomplishments (data highlights, status, anecdotal evidence):

Recommendations:

Next Steps:

Strategy to Report on Plan to School Community:

PLAN FOR SAFE AND CARING SCHOOLS—SAMPLE

Step 1: Coordination Promote and facilitate leadership and responsibility.		
Coordination Committee Members	**Roles and Responsibilities**	**Meeting Dates**
Principal:	Lead—facilitator, implementation chart, PD schedule, data collator, restorative disciplinary practices PD	School Year _____ Committee Meeting Dates:
School Counsellor	Lead—Comprehensive School Health goal: school-based mental health and early identification staff PD, comprehensive guidance and counselling program, parent resource list, support SEL integration	May: Needs Assessment (compile data); involve school community
Health/PE Teacher:	Lead—Comprehensive School Health: curriculum connections, SEL outcomes integration/ strategies/ Team planning	June—Committee Strategy Session to develop Plan
Teacher:	Co-Lead—Connection and Community goal: developing sense of belonging	September—Staff awareness and implementation session
Positive Behaviour Support Lead Teacher	Co-Lead—Connection and Community: Tiered programming for identified students, continued professional development PBS strategies	January—Meeting to monitor and report on outcomes
Three student representatives	Student voice, Co-leads on calendar activities for student body, student leadership	May—Plan review and next steps
Two parent council members	Parent voice, home/school connection strategies, parent council connection	

Step 2: Needs Assessment
Select and interpret evidence to identify needs and establish priorities.

Highlights of Evidence:

Tell Them From Me data
- Feel safe at school 89%, on way and after school 85% (clarify 10–15% feel unsafe)
- Tell a Parent 56%; Tell a Teacher 43%; tell a friend 41% (explore adult skills for responding)
- Response: Comfort victim 70% (strength); Stand up 69% (build upon help-seeking behaviours)
- Data reflects previously known where and when (outside, halls, locker rooms; less supervised time)
- Type: Verbal 35%; Social 30%; Physical 21%; Cyber 7% (focus on SEL)
- **Advocacy in School: 3/10 students indicate sense of advocacy from an adult at school (increase staff-to-student connections)**

Manitoba Youth Health Survey data:
Positive Mental Health (56% of students reported flourishing mental health; 38% report moderate mental health; 6% reported languishing mental health, in 2009, and in 2012, 52% of students reported flourishing mental health; 40% report moderate mental health; 8% reported languishing mental health) *slight drop from 2009 to 2012 for flourishing

School and Community Connectedness (safety strength confirmed, 15–20% may benefit from connection)

>82% of students feel close to people at their school
>88% of students feel they are part of their school
>84% of students are happy to be at their school
>90% of students feel safe at their school
>96% of students feel safe in their community
>98% of students feel safe in their home
>90% of students have at least one close friend to share things with
>95% of students feel their family supports them
>59% of students feel involved in their community

Fall Guidance Survey: (Grades 5, 7, and 9) identified the following areas related to comprehensive school health: developing positive friendships, dealing effectively with conflicts, dealing with anxiety, skills for healthy romantic relationships, cyber-safety awareness and skills

School Data Chart of reported bullying/cyberbullying incidents:
- increase in reports of "conflicts" resulting in emotional upset, school avoidance (parent referrals, friendship changes, disagreements) to school counsellor (up by 5%)
- decrease in physical "bullying" reports over last 5 years (down by 20%)
- Increase in verbal and social "bullying" incidents (name calling, ostracism, "female" group dynamics) (up 5%)
- decrease of out-of-school suspensions and increase of in-school resolution
- cyber-safety (incident reports up by 3%) identified as area to continue to develop in whole-school plan (track incidents, develop staff awareness and skills for responding; LICT integrated including safety, clarify legal and privacy issues)

Qualitative:
- Student council interest/proposal to go to *Sources of Strength* youth conference/training, two advisors
- Grade area teams indicate increase in students exhibiting signs of anxiety/stress (not sure of underlying factors or specific number)
- Student services team members have identified students who are vulnerable (3% of student population—15 to 20 students: isolated, report repeated exhibiting bullying behaviours/receiving bullying behaviours, or both)
- School counsellor and administrative data on number of students with reports of bullying behaviour/unacceptable behaviour/follow-up, family contacts, AFM referrals, self-harming behaviours, suicide ideation/attempts, and mental health referrals

Identified strengths: Leadership and staff cohesion, strengths-based (PBS), social and emotional learning outcomes integrated in several classroom, general parent support in school and response to incidents

School Priorities (Select 1 to 3):

1. **Connection and Community**
   - sense of belonging and connection for all students
   - collaborative and focused planning for identified students (exhibiting and/or receiving bullying behaviours, early identification of mental health needs)
   - restorative disciplinary practices (strengths-based practice)
2. **Comprehensive School Health**
   - curriculum connections
   - early identification and intervention
   - address student, family, classroom/school, and community needs
3. **Social and Emotional Learning and PBS/Strengths-Based (continue)**
   - continue and support integration of SEL MB learning outcomes Kindergarten to Grade 12
   - continue and expand positive behaviour support
   - explore, gather, and share resources for Kindergarten to Grade 12 classroom implementation

Step 3: Evidence-Based Plan Develop plan for identified priorities.

3.1 Plan Statement:

This Safe and Caring School Plan is a whole-school approach to planning for the provision of a safe school. Our school is committed to working with all students, school staff, families/caretakers, and community partners to prevent and respond effectively to issues that have an impact on school safety. In consultation, facilitated by our coordinating committee and led by our school administrator, our school has established a plan with priorities that focus on building connection and community, addressing comprehensive school health, and supporting student well-being.

3.2 Outcomes for Safe and Caring School Plan

Expected Outcomes: Clear statement of expected short- and/or long-term results as measured by changes in skills, knowledge, and behaviour of adults and/or students (SMART: specific, measurable, achievable, relevant, time-related)	Strategies: What and how outcomes are achieved: implementation strategies, steps, resources, responsibilities	Indicators: Indicators of success or evidence of progress towards achieving the outcomes	Data: Data collection to measure impact or change over time
Outcome(s) for each priority: 1. **Connection and Community** a. Increase reported student sense of staff advocacy and school connection from 30% to 90% (advocacy TTFM) by spring of _____ . b. By implementing secondary and tertiary tiered practices and programming for identified "vulnerable" students, students will increase positive connections to other students and staff. c. After receiving school-based training on restorative discipline and tiered PD, 100% of staff will indicate understanding and application of skills by June 20__.	Cross-grade advisory team time and activities Multi-grade integrated learning projects Increase supervision in identified areas and times Collaborative team planning and intervention for identified vulnerable students Three-tiered programming and professional development Track professional development for classroom teachers on strengths-based practices: cooperative learning strategies, building protective factors, and restorative practices Partner with regional health authority on Sources of Strength project (building protective factors)	Implementation of cross-grade advisory groups Student participation in extracurricular groups and activities Increase in student indication of staff as contacts for reporting Student and staff participation in Sources of Strength training, track student and staff involvement year to year Staff survey indicating strategies adopted to develop connections (students, family, colleagues, and community) Assessment of disciplinary incidents through follow-up—track effective interventions	Tell Them From Me (Advocacy at School measure) Manitoba Youth Health Survey What did you do in school today? School Guidance Survey Attendance data Student focus groups Ongoing staff feedback Year-end staff summary survey

2. **Comprehensive School Health** a. By spring of _____, based on school health survey results related to safety and mental well-being, students reporting flourishing mental health will increase from 57% to 80% (curriculum connections). b. After school-based training for all staff on early identification of risks, intervention, and response protocols, 100% of teachers will indicate understanding and application by June _____ (positive relationships, positive mental health, suicide prevention, safety/cyber-safety). c. A tiered comprehensive school health resource list will be developed linking students, parents, and educators to community and regional resources by June _____.	Integrate SEL outcomes into curricula areas and learning processes for all students (Primary, Kindergarten to Grade 12) Engage staff in whole-school, comprehensive school health planning (strategic professional development, collaborative inquiry, self-directed PD) Training for all staff (yearly updates for new staff) on identification, intervention, and programming (tiered training) Involvement of students, families, school staff, and community in identifying needs Supporting parents with resources and information (proactive contact, information sessions, school website)	SEL whole-school curriculum connections implementation chart Early identification and support training schedule Student access and referral to services School community familiar with process, contact for support/reporting Resource list available on school website, brochures available for students and parents, emergency contacts updated in emergency preparedness file	School Health Survey Yearly Guidance Survey Grade area team feedback Student groups feedback Student Services data report/ caseload summary Year-end staff summary survey Parent survey of information needs
3. **Social and Emotional Learning**—continue to support integration of SEL and positive behaviour support.			

Step 4: Implementation
Build capacity and engage school community through collaborative action.

How will implementation strategies reflect a whole-school approach?

- tiered implementation chart developed with school staff (strengths and needs)
- school-wide roles and responsibilities defined (students, families, classroom, school, and community)
- tiered professional development
- coordination committee members facilitate and support
- staff year-end summary reports related to outcomes

Management and resource allocation (e.g., model application, professional development, classroom resources)

- Adapt and build upon Positive Behaviour Support model and training.
- Target tiered PD and resources to address comprehensive school health outcomes (Mental Health First Aid, ASIST training, staff meeting mini sessions facilitated by divisional resource persons, self-directed exploration/inquiry group).

Timeline(s) (calendar of implementation)

Year One:
May _____—Facilitate school staff awareness session, parent forum, student focus groups.
June _____—Develop and share Plan for Safe and Caring School.
September to March _____—Implement strategies; provide tiered professional development (school-based and to targeted staff).
April to May _____—Monitor and evaluate short-term outcomes (data collection, feedback).
June _____—Report and plan forward (revise and update).

Year Two:
Continue supported implementation.
Track identified evidence and collate.

Year Three:
Monitor and evaluate long-term outcomes (restorative disciplinary practices, student sense of connection, linking to community resources).

Communication to school community (e.g., staff meetings, report to the community, forum, parent council meeting, newsletter)

Communicate positive norms to students, update and mini-sessions at staff meeting, parent resources on school website, include in report to the community, parent council meeting agenda, newsletter, school division/school website

Step 5: Monitor, Reflect, and Evaluate
Review plan, reflect on evidence, and identify next steps.
Expected Outcomes: progress/results/accomplishments (data highlights, status, anecdotal evidence):

Recommendations:

Next Steps:

Strategy to Report on Plan to School Community:

R E S O U R C E S

National Resources

- **Canadian Centre for Child Protection**
    - Kids in the Know: www.kidsintheknow.ca
    - Cybertip.ca: www.cybertip.ca
    - Commit to Kids: www.commit2kids.ca
    - Missing Kids.ca: www.missingkids.ca
    - Need Help Now: www.needhelpnow.ca
    - *Self/Peer Exploitation: It's Not OK: A Resource Guide for Families Addressing Self/Peer Exploitation* https://www.cybertip.ca/pdfs/SPEX_FamilyGuide_Web_en.pdf

- **Canadian Red Cross**'s Respect Education Programs www.redcross.ca/how-we-help/violence--bullying-and-abuse-prevention/educators

- **Centre for Suicide Prevention** https://suicideinfo.ca
    - *Teen Suicide Resource Toolkit* (Updated and Expanded). https://suicideinfo.ca/wp-content/uploads/2016/08/Teen-Resource-Toolkit-Web.pdf
    - *Not A Child: Children Suicide Resource Toolkit.* https://suicideinfo.ca/wp-content/uploads/2016/08/Childrens-Toolkit_Print.pdf
    - *Gay & Suicidal: Sexual and Gender Minorities and Suicide: Resource Toolkit.* https://suicideinfo.ca/wp-content/uploads/2016/08/LGBTQ-Resource-Toolkit_Print.pdf
    - *Aboriginal (First Nations, Inuit, Métis) Suicide Prevention Resource Toolkit* https://www.suicideinfo.ca/wp-content/uploads/2016/08/Indigenous-Toolkit_Print.pdf

- **Kids Help Phone** 1-800-668-6868 www.kidshelpphone.ca

- **Mental Health First-Aid, Canada**, Mental Health Commission of Canada www.mentalhealthfirstaid.ca

- **Pan-Canadian Joint Consortium of School Health**

  - *Pan-Canadian Joint Consortium of School Health: Positive Mental Health Toolkit* www.jcshpositivementalhealthtoolkit.com/

  - *Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives* www.jcsh-cces.ca/upload/PMH%20July10%202011%20WebReady.pdf

- **Promoting Relationships and Eliminating Violence (PREVNet)** http://prevnet.ca

Manitoba Resources

- **Klinic Community Health Centre**
  870 Portage Avenue
  Winnipeg
  204-784-4090
  www.klinic.mb.ca

- **24-Hour Telephone Services**

  - Manitoba Suicide Line: 1-877-435-7170

  - Crisis Line: (204) 786-8686 / Toll-free 1-888-322-3019

  - Sexual Assault Crisis Line: (204) 786-8631 / Toll-free 1-888-292-7565

  - TTY Deaf Access Counselling: (204) 784-4097

  - Manitoba Farm & Rural Support Services: 1-866-367-3276

- **Healthy Child Manitoba and Manitoba Education and Advanced Learning**

  - *Best Practices in School-based Suicide Prevention: A Comprehensive Approach* www.gov.mb.ca/healthychild/ysp/ysp_bestpractices.pdf

- **Manitoba Healthy Schools**

  - *Manitoba Healthy Schools* www.gov.mb.ca/healthyschools/

  - *Mental Health Promotion in Schools: Support Mental Health Promotion in Manitoba Schools* www.edu.gov.mb.ca/k12/specedu/smh/mh_resource.pdf

  - *What is Comprehensive School Health?* www.gov.mb.ca/healthyschools/csh.html

- **Manitoba Parent Zone**
  www.manitobaparentzone.ca/

- **Sexuality Education Resource Centre Manitoba (SERC)**
  www.serc.mb.ca/

- **Teen Talk**
  http://teentalk.ca/

Manitoba Data Sources

- Early Development Instrument, Healthy Child Manitoba
  www.gov.mb.ca/healthychild/edi/

- *Manitoba Provincial Report* Tell Them From Me*: Bullying and School Safety 2013/2014* www.edu.gov.mb.ca/k12/safe_schools/ttfm/index.html

- *Manitoba Youth Health Survey Report 2012–2013*
  http://partners.healthincommon.ca/wp-content/uploads/2014/11/2012-13-Manitoba-YHS-Report_FINAL.pdf

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