



# SAFE, CARING AND INCLUSIVE SCHOOL (SCIS) TEAMS

ORIENTATION PACKAGE

## Waterloo Region District School Board

This resource was created in September 2016 by the WRDSB Parent Involvement Committee in collaboration with WRDSB staff.

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*“A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.”*

“Provincial Code of Conduct and School Board Codes of Conduct,” p. 2, Policy/Program Memorandum 128, Ministry of Education, <http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

Thank you for taking the time to learn about Safe, Caring and Inclusive School teams in the Waterloo Region District School Board (WRDSB). As a team member, you will be making a difference in the lives of many members of the school community; and, as a result of your involvement, students will reach greater levels of academic achievement and personal well-being.

This resource was created by the WRDSB Parent Involvement Committee (PIC), in collaboration with WRDSB staff, with the intention of being a reference guide for all SCIS team members. It can help you understand your role as you begin this

journey, and can be used for discussion purposes by your team. Do not feel that you are expected to read it cover to cover from the start. Your administrator will be familiar with the full content, and you and the remaining team members can access the parts you need when you need them.

This resource is by no means the only one available to you and your team. Your administrator has been provided with additional materials, your school staff members may have resources to share and you can find more information on the WRDSB website and the PIC website.

<http://www.wrdsb.ca/our-schools/safe-schools/bullying-and-harassment/positive-school-climate/safe-caring-inclusive-school-teams/>  
<http://www.wrdsb.ca/pic/links/safe-caring-and-inclusive-schools-scis-resources/>

# PART I

## SCIS TEAMS





### Requirement and focus for an SCIS team

The Ministry of Education tells us:

“Each school must have in place a safe and accepting schools team responsible for fostering a safe, inclusive, and accepting school climate”

“Bullying Prevention and Intervention,” p. 12, Policy/Program Memorandum 144, Ministry of Education, <http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf>

In the WRDSB, these teams are generally referred to as Safe, Caring and Inclusive School (SCIS) teams, although some schools have used alternate names. These teams serve in an advisory role to the school principal. Policy 6009 “Student Bullying Prevention and Intervention,” section 10.2, sets out the requirement for these teams in our school board. Please see: [http://www.wrdsb.ca/wp-content/uploads/6009\\_Student-Bullying-Prevention-Intervention-.pdf](http://www.wrdsb.ca/wp-content/uploads/6009_Student-Bullying-Prevention-Intervention-.pdf).

In 2004 the Ministry of Education created a task force (the Safe Schools Action Team) to provide advice regarding physical and social safety issues in Ontario schools. The report of the Safe Schools Action Team speaks to the need for supports within schools like SCIS teams.

Please see: <http://www.edu.gov.on.ca/eng/healthysafeschools/actionTeam/shaping.pdf>.

### Role of the SCIS team

The mandate of the team is to discuss broader concerns regarding the climate of the school, not specific incidents or specific individuals. The team can achieve its goals by:

- Providing ideas and suggestions to help with developing and maintaining the kind of climate where everyone can feel welcome and safe;
- Discussing the challenges identified by stakeholders in the school climate surveys, and in other feedback, as well as any concerns that are demonstrated by other data; recommending practical ideas to address some of those challenges and concerns;
- Making plans, and setting goals and objectives;
- Identifying resources within the broader school community to help with achieving goals;
- Determining indicators of success, reviewing progress and identifying future directions;
- Selecting strategies to engage students, parents and members of the community so that dialogue regarding school climate adequately reflects the diversity within the school.

“Safe Caring Inclusive School Teams,” WRDSB website, <http://www.wrdsb.ca/our-schools/safe-schools/bullying-and-harassment/positive-school-climate/safe-caring-inclusive-school-teams/>

Ideas for the SCIS team role can also be found from PREVNet, a national network of leading researchers and organizations, working together to stop bullying in Canada and to promote safe and healthy relationships for all Canadian children and youth. Please see: “Roles and Responsibilities of a Safe and Accepting Schools Team,” p. 123, Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools, Dr. D. Pepler and Dr. W. Craig, PREVNet, [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

### SCIS team membership

SCIS teams are typically made up of: an administrator, a teacher, a paraprofessional (e.g. Child Youth Worker, E.A., etc.), a parent, a community member and two students. Some schools have more than one adult filling each of the stakeholder roles or more than two students. The Chair of the SCIS team should be a staff member. Having more than one parent and community member can increase comfort and buy-in from that stakeholder group and can increase the diversity of viewpoints represented.

“Adults who serve on this team ideally have an interest in safe schools, character development, equity and inclusion and [would] be willing to take a leadership role in encouraging and maintaining a positive climate in their school and community. Student representatives will reflect the school community and may identify as being a member of a non-dominant group, including but not limited to their cultural or ethnic identity, sexual orientation, socioeconomic status, physical ability or learning disability and may or may not be current leaders in the school.”

“Safe Caring Inclusive School teams,” WRDSB website, <http://www.wrdsb.ca/our-schools/safe-schools/bullying-and-harassment/positive-school-climate/safe-caring-inclusive-school-teams/>

### Team meetings

The WRDSB expects Safe, Caring and Inclusive School Teams to meet a minimum of four times per year. That being said, many teams will meet much more often to effect change within the school, and they will communicate over the time between meetings.

Team meetings should offer the opportunity for all members to feel heard and to contribute to dialogues and discussions. Members must be respectful of diverse and opposing

viewpoints. All members should feel comfortable bringing forward concerns about safety, bullying, diversity, inclusion, and well-being. The end result should be a collaboration of a variety of viewpoints.

### Timeline

PREVNet has created a sample timeline for a school's bullying prevention activities which can be found following the link below. This timeline can be used as a resource to enhance all other efforts to promote a safe, caring and inclusive school environment. PREVNet suggests which steps in the process are to be completed by the principal and which by the SCIS team. The timeline refers to Bullying Prevention and Intervention week. Our provincial Bullying Prevention and Intervention week is the third week of November each year and can be an opportunity for your SCIS team to create awareness about the team itself and its goals. Please refer to Appendix A – Bullying Prevention Activities for a list of suggestions.

“Timeline of Bullying Prevention Activities,” p. 5, Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools, Dr. D. Pepler and Dr. W. Craig, PREVNet, [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

### Where can data come from?

Your team will want to plan its activities based upon data. One source of that data will be the WRDSB annual school climate survey of students, staff and parents/guardians. If your response rates for your survey are low your team may want to focus some energy on increasing response rates. Data can also come from other sources, for example:

- focus groups of staff, students or parents/guardians,
- your own internal surveys of staff, students or parents/guardians,
- absenteeism,
- office referrals/serious incident reports,
- feedback at School Council or staff meetings,
- suspension rates,
- attendance rates of staff and families at school events, and
- individual suggestions/informal feedback from the school community.

### Self-assessment

PREVNet suggests that the SCIS team can play a role in assessing what is currently in place with respect to bullying prevention and intervention and what more is wanted/needed by the school community. Its Bullying Prevention Needs

Assessment toolkit (available in Appendix B) is an extensive set of questions for all members of the SCIS team to fill out regarding the school's Education, Assessment, Prevention and Intervention and School Plan. For each question the stakeholder indicates if the item is happening and the stakeholder's level of satisfaction with the extent to which the item is happening.

Once the questions have been answered individually, the team could discuss areas of dissatisfaction and decide whether to include those as goals to address for that school year. It is important to ensure that all voices are represented as part of the discussion.

As recommended by PREVNet, the Bullying Prevention Needs Assessment toolkit is an excellent tool to kick-off dialogue with your team, and the bullying prevention focus means that it relates to many areas of interest for an SCIS team (not just “bullying”). Your SCIS team could use the checklists again a year later to see whether there has been improvement in areas of dissatisfaction.

Similar to this toolkit described above, PREVNet also has a Bullying Prevention Needs Assessment Checklist which provides a list of best practice items associated with bullying prevention and intervention and your team or administration can assess the extent to which the school's current practices align with this best practice checklist.

Please see “Bullying Prevention Needs Assessment Checklist,” p. 30, and “Bullying Prevention Needs Assessment,” p. 37, Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools, Dr. D. Pepler and Dr. W. Craig, PREVNet, [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

### Setting goals

The team will want to set goals and revisit those goals throughout the year in order to help the team and school stay on track. When setting goals the team is encouraged to consider what is manageable within a school year and the level of resources available. The team does not want to overwhelm the school community with too many projects or risk losing the buy-in of all stakeholders. This will mean choosing among various priorities and considering where the team can have the greatest impact on school climate. It also means aligning plans with the need as demonstrated in data, and taking into consideration other efforts being made within the school. As will be discussed below, there is the opportunity for the team to align its goals with the well-being goal identified in the School Improvement Plan for Student Achievement and Well-Being (SIPSAWB).

# PART 2

## SCHOOL CLIMATE AND WHOLE SCHOOL APPROACH





## HARMONY MOVEMENT, AN EQUITY EDUCATION ORGANIZATION, BREAKS DOWN IMPROVING SCHOOL CLIMATE INTO FIVE STEPS:



### What is school climate?

“School climate refers to the quality and character of school life.”

National School Climate Center website,  
<http://www.schoolclimate.org/climate/>

“The generally accepted factors that comprise school climate include: relationships between students, and between students and faculty; teaching and learning environment; school safety and the physical school environment.”

“Creating Positive School Climate,” WRDSB website, <http://www.wrdsb.ca/our-schools/safe-schools/bullying-and-harassment/positive-school-climate/creating-positive-school-climate/>

### Importance of school climate

Why the emphasis on a positive school climate? It is critical for you and your SCIS team members to understand that improving school climate will have countless benefits for the students at the school. Once your team is aware of these benefits you can help the remainder of your school community appreciate them as well.

The experts tell us:

“Peer-reviewed educational research has consistently demonstrated that a positive school climate is associated with academic achievement, effective risk prevention efforts and positive youth development.”

National School Climate Center website,  
<http://www.schoolclimate.org/climate/>

“A positive learning and teaching environment is essential for student achievement and well-being. Research shows a direct link between students’ success and the school environment in which learning takes place. Students are more motivated to do well and to realize their full potential in

schools that have a positive school climate, where they feel safe, included and supported.”

“Promoting a Positive School Climate: A Resource for Schools,” p. 1, Government of Ontario, <http://www.edu.gov.on.ca/eng/parents/IntroDocEng.pdf>

“Positive school climate has a positive impact on such areas as mental health, substance use, healthy eating, conflict resolution and healthy relationships.”

“When and Where Does Bullying Happen in your School?: Conducting an Environmental Scan,” p. 1, Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools, Dr. D. Pepler and Dr. W. Craig, PREVNet, [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

### Why SCIS teams? – Use a “whole school approach”

“It is important to engage all key learning areas, all grades and the wider community. All aspects of school life are included in a whole school approach, such as curriculum, culture, teaching practices, policies and procedures.”

“Positive School Climate,” WRDSB website, <http://www.wrdsb.ca/our-schools/safe-schools/bullying-and-harassment/positive-school-climate/>

PREVNet tells us that to address bullying, and other factors that impact upon school climate, a “whole school approach” is most effective.

“A whole school approach is the most effective way to prevent bullying and promote learning. Children’s learning depends on having positive relationships at school. When everyone works together for a safe, inclusive and accepting school, children and youth receive consistent messages and responses about bullying and positive relationships at school, at home, in sports,



in recreation centres, and in the neighbourhood. By providing consistent messages, responses, and supports that address bullying problems, school communities can promote positive, healthy relationships for their children and youth.”

“Key Elements of a Whole School Approach to Prevent Bullying and Promote Healthy Relationships,” p. 1, *Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools*, Dr. D. Pepler and Dr. W. Craig, PREVNet, [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

The SCIS team, with its representation from all areas of the school community, will be one avenue for seeking to create a whole school approach to bullying prevention and the development of a positive school climate. By including all stakeholders in the team, the team will be better equipped to represent and engage the whole school community in the process of change.

“Safe and accepting schools teams are a key element in creating a positive school climate. Using a whole school approach, they bring together members of the school community – the adults in the school, students, parents/guardians and members of the community – to work towards this common goal.”

“Promoting a Positive School Climate: A Resource for Schools,” p. 1, Government of Ontario, <http://www.edu.gov.on.ca/eng/parents/IntroDocEng.pdf>

For more information on how to implement a whole school approach to promoting healthy relationships and preventing bullying, please see: “Key Elements of a Whole School Approach to Prevent Bullying and Promote Healthy Relationships,” p. 12, *Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools*, Dr. D. Pepler and Dr. W. Craig, PREVNet, [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

In addition, to find examples of how children and youth, school staff, parents/guardians and the wider community can become involved in a whole school approach please see:

“Sample Strategies and Activities for a Whole School Approach for Bullying Prevention,” p. 25, *Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools*, Dr. D. Pepler and Dr. W. Craig, PREVNet, [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

Harmony Movement, an equity education organization, breaks down improving school climate into five steps:

### 1. Improve your School's Aesthetics

*Consider: Is the visual environment inclusive of and accessible for all for students, staff and families?*

*Tips:*

- Ensure all print media uses accessible language for all English speakers.
- Avoid small fonts and crowded pages which make reading difficult for everyone. Also consider using the font Open Dyslexic.
- Make sure that photos of people used in media such as posters include a diversity of identities.

### 2. Improve Accessibility of School Spaces

*Consider: Are all spaces accessible to all students, staff and families?*

*Tips:*

- Create a gender-neutral washroom/change room.
- Create a prayer/meditation room.
- Ensure that all essential services are located conveniently.



### 3. Build a Sense of School Community

*Consider: Are there plenty of opportunities for students, teachers, and families to interact with each other and become more involved in their school community?*

*Tips:*

- Create events that allow the larger community to interact with your school community.
- Make students and families aware of opportunities to volunteer and get involved.
- Create opportunities to engage a diverse spectrum of interests.

### 4. Build Character Through an Equity Lens

*Consider: Do students have the necessary skills to respectfully discuss difficult topics such as privilege and discrimination?*

*Tips:*

- Help students to develop an equity lens by teaching them how to respect all identities. This fosters compassion and respect.
- Teach students the proper terminology for people of different identities.

### 5. Empower All Student Voices

*Consider: Are all student voices, identities and abilities reflected in school events, clubs and teams?*

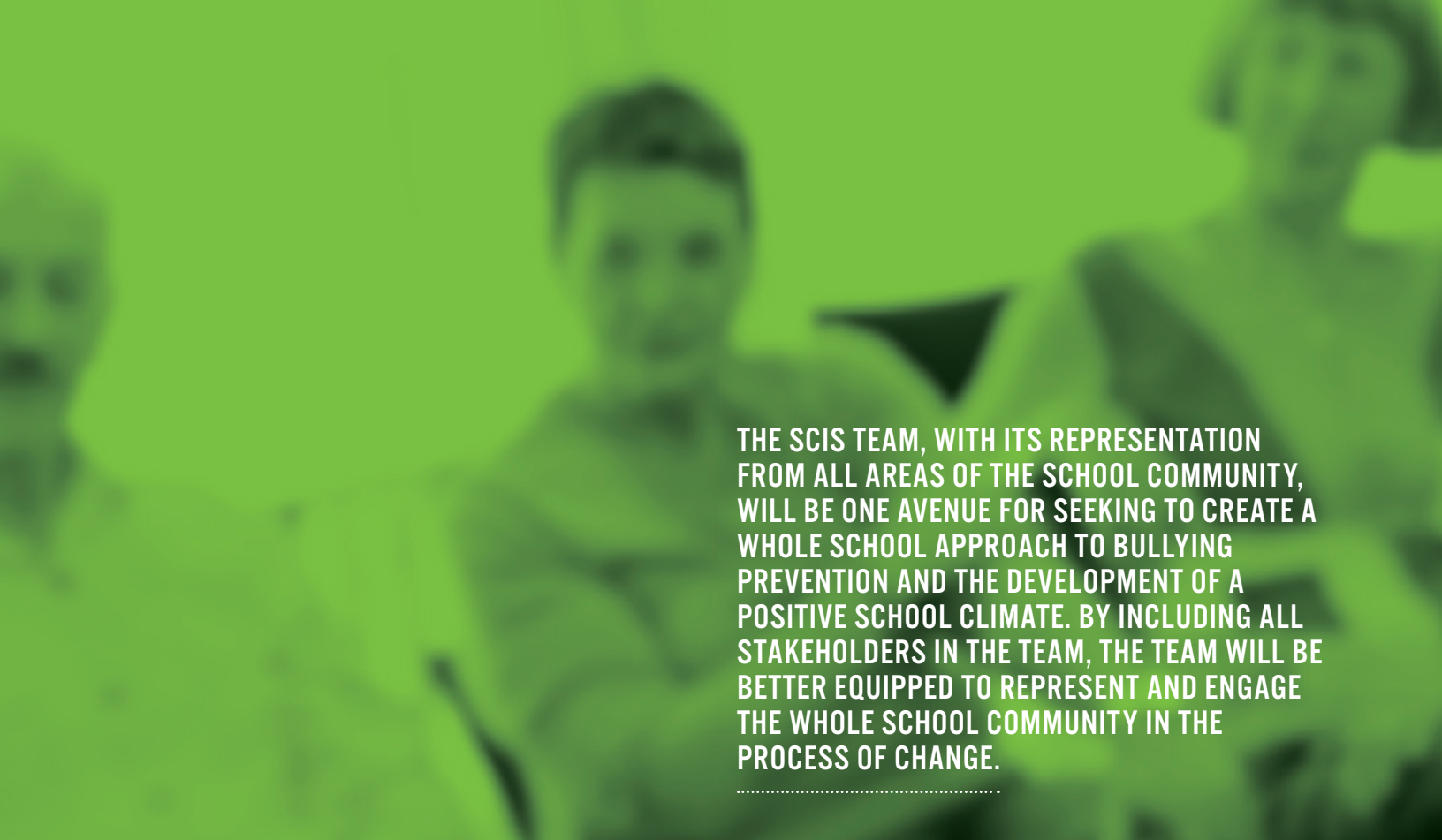
*Tips:*

- Take an active role in empowering students of all identities to participate in clubs, teams and activities. This will ensure all student voices are heard.
- Ensure that school activities and clubs meet a wide range of student interests beyond just sports and arts.
- Create a student equity group such as a Social Changemakers Club, GSA, or Anti-Racism Club.
- Establish and utilize a feedback system where students can offer suggestions and improvements to their school community.”

“5 Ways to Improve Your School Climate,” Harmony Movement website news page, <http://www.harmony.ca/blog/2015/12/01/5-ways-to-improve-your-school-climate/>

#### How do you know when you have “positive” school climate?

“A safe and accepting school climate and supportive environment is one in which all members of the school community interact in positive ways with one another.



THE SCIS TEAM, WITH ITS REPRESENTATION FROM ALL AREAS OF THE SCHOOL COMMUNITY, WILL BE ONE AVENUE FOR SEEKING TO CREATE A WHOLE SCHOOL APPROACH TO BULLYING PREVENTION AND THE DEVELOPMENT OF A POSITIVE SCHOOL CLIMATE. BY INCLUDING ALL STAKEHOLDERS IN THE TEAM, THE TEAM WILL BE BETTER EQUIPPED TO REPRESENT AND ENGAGE THE WHOLE SCHOOL COMMUNITY IN THE PROCESS OF CHANGE.

.....

A safe school climate promotes attitudes of respect, acceptance and inclusion, which serve to prevent bullying among students.”

“Strategies to Inform Scaffolding and Coaching for Children and Youth Who are Victimized,” p. 59, *Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools*, Dr. D. Pepler and Dr. W. Craig, PREVNet, [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

School climate is made up of all the relationships within the school. School climate will always have room to grow and improve, but when looking for indicators of success, a team can consider the following:

“A whole-school approach is utilized and a positive school climate exists when:

- a) All members of the school community feel safe and are safe, included and accepted;
- b) Healthy, inclusive relationships are promoted;
- c) All members of the school community demonstrate respect, kindness, empathy, initiative, integrity, co-operation and social responsibility;
- d) All members of the school community build relationships with one another that are free from harassment and discrimination;

e) Open and ongoing dialogue takes place between the principal, staff, parents, community members and students;

f) All partners are actively and positively engaged;

g) Students are encouraged to be positive leaders and role models in the school community;

h) Every student is inspired and given support to succeed in an environment of consistently high expectation.

i) The learning environment, instructional materials and teaching and assessment strategies reflect the diversity of all learners;

j) Improvement of learning outcomes is emphasized for all students;

k) Bullying prevention and awareness raising strategies for students and staff are reinforced through curriculum; and

l) Bullying prevention and intervention strategies are reinforced for staff and students through programs addressing discrimination based on such factors as gender, race, ethnicity, faith, age, disability, sexual orientation and socio-economic disadvantage.”

“Student Bullying Prevention and Intervention,” s. 4.1, WRDSB Administrative Procedure 1200, <http://www.wrdsb.ca/wp-content/uploads/AP1200-Student-Bullying.pdf>

# PART 3

## FITTING THE TEAM WITHIN THE SCHOOL COMMUNITY





### When we say SCIS – what do we really mean?

SCIS is a broad area and many factors will impact upon school climate. At your school you want to think about how different subgroups of people who are often marginalized are being treated within the school and how open the school is to recognizing and embracing its own diversity. Some frequently marginalized groups in a school community might be:

- Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ+) community
- Different cultures and faiths
- Racialized groups
- Students who are differently abled or have special needs
- Families from a lower socio-economic group
- Individuals with mental health difficulties
- Students who struggle in school academically or who are not athletic

SCIS includes bullying prevention and intervention and overlaps with character development, digital citizenship and promotion of well-being and positive mental health.

### Other groups within the school

There are often other groups in the school who have goals similar to that of the SCIS team. This could include:

- Gay-Straight Alliance
- Character Development Team
- Me to We team
- Social Justice club
- Spirit team
- WAYVE (Wellness Acceptance Youth Voices Empowerment)

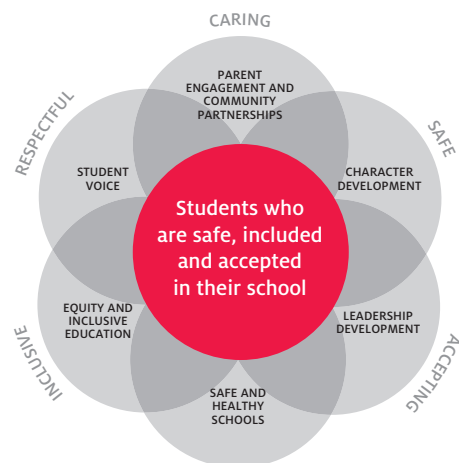
Where this is the case, it is important for these groups to work collaboratively with the SCIS team rather than each group working in isolation. Groups can choose to divide up some responsibilities or all work on similar goals. Developing a positive relationship is important.

### Integration into the daily life of the school

The SCIS team is not just about running awareness days, assemblies or one-off events. In order to truly influence the school climate, goals from the SCIS team need to be integrated into the daily life of the school. In order to keep SCIS on the minds of your staff, parents and students, your team could request that an update from the team is a standing item at every staff meeting, School Council meeting or Student Council meeting.

When looking to implement a whole-school approach to promoting a safe, caring and inclusive environment, change is sought on a variety of levels – individual, classroom, school-wide and community.

### PROMOTING A POSITIVE SCHOOL CLIMATE IN ONTARIO SCHOOLS



BUILDING HEALTHY RELATIONSHIPS AMONG ALL MEMBERS OF THE SCHOOL COMMUNITY

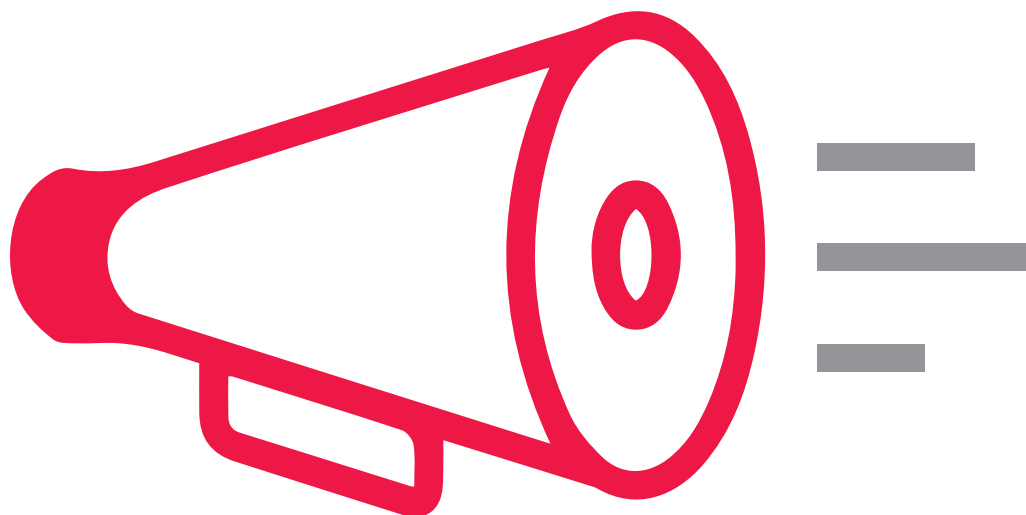
“Promoting a Positive School Climate: A Resource for Schools,” p. 3, Government of Ontario <http://www.edu.gov.on.ca/eng/parents/IntroDocEng.pdf>

For a break-down of activities that are suggested for the school level, classroom level, individual level and community level, please see: “Components” within “Positive School Climate,” WRDSB website, <http://www.wrdsb.ca/our-schools/safe-schools/bullying-and-harassment/positive-school-climate/>.

### Why is “student voice” important?

Where student voice is included in the work of an SCIS team there is an increase in positive school climate because students feel their thoughts and ideas are valued. However, including student voice in the SCIS team is just one small step; the greatest benefit to the school climate will come where students feel their voice is heard more broadly: in the classroom and across school activities. Further, when there is an effort to support students to find their voice, there will be a natural growth of socio-emotional skills among students. This development will improve the relationships among students and between students and others in the school community which will have a benefit on the school culture as well. Your SCIS team may want to evaluate how student voice is





WHERE STUDENT VOICE IS INCLUDED IN THE WORK OF AN SCIS TEAM THERE IS AN INCREASE IN POSITIVE SCHOOL CLIMATE BECAUSE STUDENTS FEEL THEIR THOUGHTS AND IDEAS ARE VALUED. HOWEVER, INCLUDING STUDENT VOICE IN THE SCIS TEAM IS JUST ONE SMALL STEP; THE GREATEST BENEFIT TO THE SCHOOL CLIMATE WILL COME WHERE STUDENTS FEEL THEIR VOICE IS HEARD MORE BROADLY: IN THE CLASSROOM AND ACROSS SCHOOL ACTIVITIES.

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currently being considered in your school and where improvements could be made. Your SCIS team student members could help with this process.

“There are many reasons why students should be meaningfully involved in their schools, including the following.

- Students can be a part of preventing as well as solving problems.
- Students can learn to tackle real-world problems and establish relationships with others through their involvement and participation in school leadership activity.
- Giving back to a community helps students develop empathy and tolerance for other points of view.
- Students have valuable ideas regarding school safety, leadership and responsible citizenship.
- Student involvement creates a sense of ownership for the well-being of the school community.
- Confident and connected students have fewer problems with drugs, alcohol, eating disorders and smoking.
- Student involvement encourages students to advocate for themselves, personally and collectively.”

“Creating Positive School Climate,” WRDSB website, <http://www.wrdsb.ca/our-schools/safe-schools/bullying-and-harassment/positive-school-climate/creating-positive-school-climate/>

Students often hear and grasp a message when it is delivered by their peers. This is increasingly so as students move up through the school years. Therefore, students should, and can, play a greater role in the SCIS teams activities within senior elementary and secondary schools.

### **Engagement of the School Community**

The SCIS team will want to develop some expertise in how to engage the school community in order to successfully learn from staff, students, families and the wider community about the school climate at present and in order to successfully guide the school towards bringing about a positive change in its school climate.

Celebrate your team’s existence – share it with your school community so that there is an understanding that positive school culture is a priority within your school. You can use your school website to create awareness about your SCIS team and its goals. Offer opportunities for stakeholders to contribute to the work of the team even if they cannot join the team.



# HERE ARE SOME “TIPS FOR SUCCESSFULLY ENGAGING AND EMPOWERING PARENTS, FAMILIES AND COMMUNITY.”

## REDUCE BARRIERS TO ENGAGEMENT FOR FAMILIES AND COMMUNITY MEMBERS

- Engaging guardians and community members is a challenge for most school communities.
- Decrease barriers such as providing child care at events if possible.
- Engaging community members may require going to the community and at times convenient to them rather than expecting school-based meetings during school hours.
- If multiple community consultations are being conducted, hold the sessions at different times such as weekday during the day, weekday evening, and weekend, to facilitate attendance for participants with different schedules.
- Terminology can pose a barrier – consider the use of the term family or caregiver rather than parent to avoid inadvertently discouraging other caregivers and invested adults.

“Engaging Parents, Families and Community in a Whole School Approach,”  
Chapter 5, A Comprehensive Toolkit for Safe, Inclusive and Accepting  
Schools: Strategies from Thames Valley District School Board,” Ontario  
Institute for Education Leadership, Leading Safe and Accepting Schools,  
<http://live.iel.immix.ca/safeandacceptingschools/chapters>

## **INCLUDE A MINIMUM OF TWO MEMBERS OF A PARTICULAR STAKEHOLDER GROUP ON A COMMITTEE**

- Being the only student, parent, or member of a particular group on a committee can be intimidating and/or isolating.
- Endeavoring to have a minimum of two such representatives can increase comfort and buy in.
- Invite representatives to weigh in on all committee matters (i.e., don't turn to youth representatives only for "youth issues").

## **BE AWARE OF THE SETTING OF A MEETING OR INITIATIVE AND MAKE IT AS COMFORTABLE AS POSSIBLE**

- Choosing locations where stakeholders already congregate or are more comfortable will increase attendance for meetings and events
- Students may feel more comfortable in some locations within a school than others – our attendance at our FNMI secondary peer mentoring tripled when it was moved from the guidance office to a more auspicious location (in this case, a portable classroom). Similarly, community engagement events held in a First Nation community centre or at the Friendship Centre have been well attended.

## **ENGAGEMENT NEEDS TO BE A PROCESS NOT AN EVENT**

- Stakeholders will feel more authentically engaged when they are part of an ongoing process with specific intent or to achieve specific outcomes.
- Relationship building over time will result in stronger partnerships for future collaborative work.
- It is important to have goals during this relationship building process (i.e., avoid meeting just for the sake of meeting), so that people feel that their time is valued.

## **SCHOOL COUNCILS CAN BE STRONG ALLIES FOR SAFE SCHOOLS**

- There is wide variability in the engagement of school councils with respect to Safe Schools.
- Effective school councils have identified some useful strategies, such as ensuring that Safe Schools is an agenda item on every school council meeting and designating at least one parent event annually related to Safe Schools where the organization and funds are provided by school councils.
- Exceptional school councils also often have a Safe Schools champion, who in many cases, might have additional expertise and interest because of their professional role in the community.

# PART 4

## WELL-BEING AND THE SCHOOL IMPROVEMENT PLAN







### Well-being

Promoting well-being is one of our province's four goals for education. There is significant overlap between the SCIS team's goal of improving school climate and the school's goal of supporting the well-being of all students.

"Well-being is that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met. As our Indigenous partners have long affirmed, healthy development of the mind, body and spirit is contingent on balance and interconnectedness."

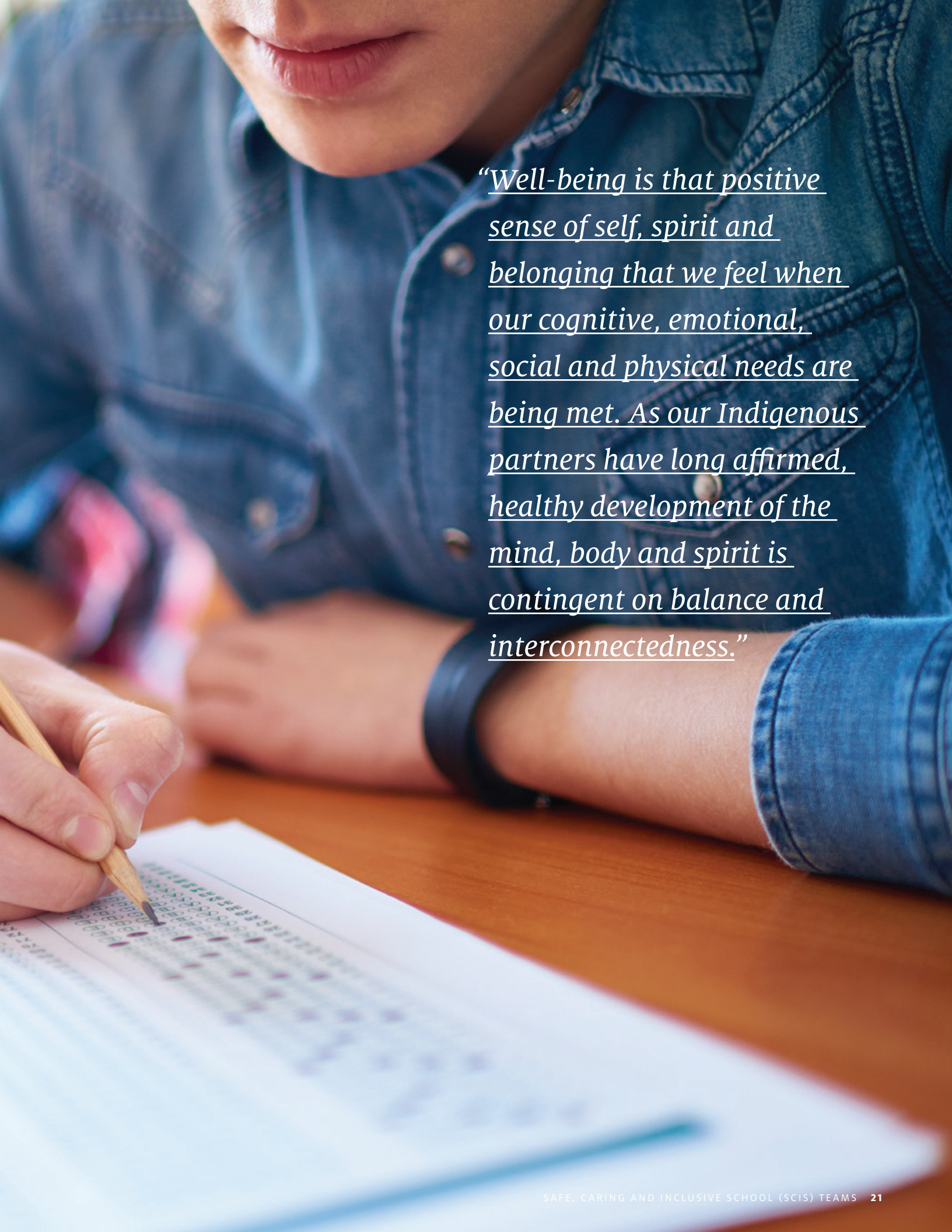
Ontario's Well-being Strategy for Education, Ministry of Education for Ontario, <https://edu.gov.on.ca/eng/about/wellbeing2.html>

When the school climate is positive and when the students' well-being needs are being addressed, then the conditions are present for students to learn.

### School Improvement Plan for Student Achievement and Well-Being

All WRDSB schools develop a School Improvement Plan for Student Achievement and Well-Being (SIPSAWB) in the fall of each school year. Through the SIPSAWB the school will identify a well-being goal or focus for that year. The SCIS team can provide feedback to the school administration regarding priorities seen by the team with respect to the well-being of the school community. Equally, once the school has chosen a SIPSAWB goal for well-being, the SCIS team can take direction from this goal and see how it can relate its efforts towards promoting a positive school climate to this well-being goal. Therefore, the team can inform the SIPSAWB process and the SIPSAWB process can inform the work of the team.



A close-up photograph of a person wearing a blue denim shirt, sitting at a wooden desk. They are holding a pencil and writing on a document that features a grid of small circles, similar to a bubble sheet or a data collection form. The person's face is partially visible at the top of the frame, showing a slight smile. The background is softly blurred, focusing attention on the person and their work.

“Well-being is that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met. As our Indigenous partners have long affirmed, healthy development of the mind, body and spirit is contingent on balance and interconnectedness.”



# STUDENT RELATIONSHIPS

# PART 5



### Healthy Relationships

A focus on healthy relationship skills is key to bullying prevention efforts, but it also has a great impact on the school climate more generally. It's something that all SCIS teams should take into account as part of its whole school approach. Where healthy relationships prevail, bullying will decline and school climate will improve because students will feel safe, cared for and included.

#### “Why focus on learning relationship skills?”

Learning how to get along with others is highly complex and difficult for all children and youth to master, especially those who are not given support for healthy relationships in the early years – there is no one-to-one correspondence, nor consistency in learning about relationships. The ways children interact with parents/guardians or siblings are different than the ways they interact with unfamiliar adults or peers. To initiate and maintain positive relationships, children need to develop increasingly complex social understanding, social awareness, and social skills. Children learn through trial and error. It's their job to make mistakes, and our job is to help them learn from those mistakes – whether those mistakes are in reading, math or relationship skills. All children require ongoing and positive support for social-emotional development because it is essential for success in school and in life.”

“Principles of Bullying Prevention and Intervention,” p. 3, Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools, Dr. D. Pepler and Dr. W. Craig, PREVNet, [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

### Relationship Skills: Assessing and Intervening

PREVNet provides detailed strategies for schools to assess which particular relationships skills are lacking or weak in students who victimize others, and in those who tend to be victimized. While the SCIS team will not be involved in addressing particular situations between students, the team can serve as one resource that administrators and teachers can look to guide interventions. Where problem behaviours occur, staff can use PREVNet's strategies to pinpoint and address areas of weakness in the students involved. For example, a student who bullies may have trouble with any one or more of the following skills (and it's important to provide interventions that focus on the particular need):

- social skills
- coping skills
- emotional and behavioural control
- alternative problem solving
- ability to differentiate playful teasing from bullying
- withstanding peer pressure, empathy and perspective-taking skills
- attitudes and moral understanding
- positive leadership.

Please see: “Strategies to Inform Scaffolding and Coaching Strategies for Children and Youth Who Bully,” p. 54, “Sample Scaffolding Strategies for Children and Youth Who Bully,” p. 62, and “Intervention Strategies to Scaffold and Coach Children Who are Victimized,” p. 66, Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools, Dr. D. Pepler and Dr. W. Craig, PREVNet, [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

PREVNet also provides ideas for supporting positive peer dynamics within its factsheet and toolkits related to “Social Architecture.” Please see: “Social Architecture: Supports for Positive Peer Dynamics,” as well as the toolkits that follow, p.78, Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools, Dr. D. Pepler and Dr. W. Craig, PREVNet [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

### Bullying

Bullying is a relationship problem and involves individuals using power and aggression to control and hurt others rather than using the healthy relationship skills that schools want to promote. There is so much information available about bullying that it can become overwhelming to know where to start. Fortunately, we do have PREVNet as a resource in Canada. PREVNet's website has information targeted specifically to students, parents and educators so your team can use the website to educate yourselves and to target education to your school community. Take some time to navigate the website. Some examples of resources you'll find are:

“What Teachers Can Do in the Classroom,” PREVNet website, <http://www.prevnet.ca/bullying/educators/what-teachers-can-do-in-the-classroom>

“What School Bus Drivers Need to Know,” PREVNet website, <http://www.prevnet.ca/bullying/educators/what-school-bus-drivers-need-to-know>





“LEARNING HOW TO GET ALONG WITH OTHERS IS HIGHLY COMPLEX AND DIFFICULT FOR ALL CHILDREN AND YOUTH TO MASTER, ESPECIALLY THOSE WHO ARE NOT GIVEN SUPPORT FOR HEALTHY RELATIONSHIPS IN THE EARLY YEARS—THERE IS NO ONE-TO-ONE CORRESPONDENCE, NOR CONSISTENCY IN LEARNING ABOUT RELATIONSHIPS. THE WAYS CHILDREN INTERACT WITH PARENTS/GUARDIANS OR SIBLINGS ARE DIFFERENT THAN THE WAYS THEY INTERACT WITH UNFAMILIAR ADULTS OR PEERS.”

“How to Encourage Empathy,” PREVNet website, <http://www.prevnet.ca/bullying/parents/how-to-encourage-empathy>

This letter has been created by PREVNet to help students report bullying. A stack of the printed letter could be kept available in the school office. “Letter to Adults,” PREVNet website, <http://www.prevnet.ca/bullying/kids/letter>

#### **Two other PREVNet resources are:**

“Making a Difference in Bullying, What Teachers of Elementary Students Need to Know,” PREVNet, [http://www.ed.gov.nl.ca/edu/k12/bullying/teachers\\_elementary\\_needtoknow.pdf](http://www.ed.gov.nl.ca/edu/k12/bullying/teachers_elementary_needtoknow.pdf)

“Making a Difference in Bullying, What Teachers of High School Students Need to Know”, PREVNet, [http://www.ed.gov.nl.ca/edu/k12/bullying/teachers\\_adolescents\\_needtoknow.pdf](http://www.ed.gov.nl.ca/edu/k12/bullying/teachers_adolescents_needtoknow.pdf)

There are also many resources to be found at <http://stopbullyingnow.com/> where significant experience and research has led to the recommendations and suggestions of “what works” by Stan Davis. He focuses on what works in responding to negative peer-peer behaviour, but also places significant emphasis on how to build positive school climates that support all students by:

- “Developing and implementing a shared schoolwide definition of RESPECT.
- Building positive RELATIONSHIPS for students and staff members.
- Building RESILIENCY through increasing positive connection and developing cognitive skills.”

“School Interventions” <http://stopbullyingnow.com/school-interventions/>

# LEGAL AND POLICY REQUIREMENTS

# PART 6





### Ministry of Education requirements

There are numerous legal and policy requirements set out by the Ministry of Education that relate to schools maintaining a safe, caring and inclusive environment. These can primarily be found in Part XIII of the Education Act and in Ministry Policy/Program Memoranda 128, 144 and 145.

Education Act <https://www.ontario.ca/laws/statute/90e02>

Ontario Policy/Program Memorandum 128 “Provincial Code of Conduct and School Board Codes of Conduct” <http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

Ontario Policy/Program Memorandum 144 “Bullying Prevention and Intervention” <http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf>

Ontario Policy/Program Memorandum “Progressive Discipline and Promoting Positive Student Behaviour” 145 <http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf>

### Bullying Prevention and Intervention Plan

All schools and school boards must have a Bullying Prevention and Intervention Plan (BPIP) and this plan must be consistent with Ministry policy as well as all school board policies (Education Act s. 303.3). The Ministry has provided a “model” plan to offer guidance to school boards.

“Model Bullying Prevention and Intervention Plan,” Ministry of Education website, <http://www.edu.gov.on.ca/eng/document/curricul/BullyingPreventPlan.pdf>

The Education Act also requires School Boards to post their BPIP on their website and schools to post theirs on their websites.

The WRDSB has created its own BPIP as well as a template for school plans. Your SCIS team can advise your administration on tweaking parts of the plan to make it school specific or can lead consultations with various stakeholders on the plan. Your SCIS team can also provide support on implementation of the plan.

WRDSB “Bullying Prevention and Intervention Plan,” WRDSB website, <http://www.wrdsb.ca/pic/wp-content/uploads/sites/7/WRDSB-Bullying-Prevention-and-Intervention-Plan.pdf>

WRDSB “Bullying Prevention and Intervention Plan School Implementation Template,” <http://www.wrdsb.ca/pic/wp-content/uploads/sites/7/School-Bullying-Implementation-Template.pdf>

Your SCIS team can also play a role in communicating the plan to the school community once it is in place. Your school climate will improve when all members have a shared understanding of the school’s bullying prevention and intervention strategies and activities. PREVNet offers

suggestions for communication regarding the BPIP with students of different ages, parents/guardians and school staff. A sample of these suggestions follows.

### Elementary School Children

- Translate the main ideas into simple language and read with children and youth.
- Send pictures home and assign children the task of explaining the school plan to their parents/guardians.

### Middle and Secondary School Youth

- Have youth paraphrase the school plan in their own words.
- Ask youth what they think is missing, what they would change, and what they would add.
- Have youth create stories or theatrical performances that involve bullying problems and how their school’s plan was used to guide responses.

### Parents/Guardians

- Communicate the school plan and Code of Conduct in printed form and have all parents/guardians sign it to indicate they have read and understood it at the beginning of each school year. Translate the plan into relevant languages, if possible.
- Communicate the plan in printed resources such as school calendars, agendas, newsletters, and other opportunities (e.g., curriculum nights, parent information sessions and workshops, school council meetings and performances, etc.).
- Use child/youth-created resources related to the plan (e.g., paraphrased versions in simple language, role plays, films, artwork, and power point slides) when disseminating the plan.

### School Personnel

- Help ensure that all personnel are familiar with the plan at the beginning of each school year, through disseminating it in printed and online forms.
- Use examples of how the plan was utilized in actual bullying issues to enhance understanding of how the plan works in reality while respecting the privacy of the individuals involved.
- Conduct de-briefs after the plan was applied to actual bullying issues to identify what worked well and what didn’t. Use this information to revise the plan if needed while respecting the privacy of the individuals involved.”



For other great ideas, please see the full list: “Communicating and Disseminating the School’s Plan on Bullying Prevention and Intervention,” p. 125, *Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools*, Dr. D. Pepler and Dr. W. Craig, PREVNet, [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

#### **SCIS related policies and procedures of WRDSB**

As is the case for the Ministry requirements, there are WRDSB policies and administrative procedures related to SCIS that guide the actions of the school. The SCIS team can assist the administrator with disseminating relevant information from these policies and procedures to the school community.

Policy 1008 – Equity and Inclusion

Policy 6000 – Safe Schools

Policy 6001 – Code of Conduct

Policy 6008 – Student Discipline

Policy 6009 – Student Bullying Prevention and Intervention

Policy 1012 – Faith and Religious Accommodation

Administrative Procedure 1200 – Student Bullying Prevention and Intervention

AP4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies

Administrative Procedure 1260 – Student Discipline

Policies and procedures can be found on the WRDSB website at: [www.wrdsb.ca/about-the-wrdsb/policiesprocedures/](http://www.wrdsb.ca/about-the-wrdsb/policiesprocedures/)

# PART 7

## FINAL THOUGHTS








### What are other schools doing?

Every year, the Premier of Ontario recognizes the work of about 10-12 innovative and exceptional safe school teams with the Premier's Awards for Accepting Schools. While also inspiring, the description of the activities of the winning teams can also provide a clearer picture of what an SCIS team can do. A description of all recipients since these awards began in 2011 is available on the Ministry of Education website at this link:

<http://www.edu.gov.on.ca/eng/safeschools/award.html>

You may also want to hear what other schools within our board are doing. Through your administrator, your Superintendent of Achievement and Well-being may be able to connect you with other schools who have identified similar goals to yours or with a school that has a more experienced and well-established SCIS team. You can also contact the Parent Involvement Committee, SCIS chair, at [pic@wrdsb.on.ca](mailto:pic@wrdsb.on.ca) who may be able to connect you with a school interested in providing some mentorship support.

A blurred photograph of three people sitting in a row, likely in a meeting or conference. The person in the foreground is a woman with long dark hair, looking to the right. Behind her is another woman with short blonde hair, also looking right. To the right is a man with short dark hair, looking forward. They are all wearing professional attire. The background is out of focus, showing what appears to be a window or a bright wall.

THROUGH YOUR ADMINISTRATOR, YOUR SUPERINTENDENT OF ACHIEVEMENT AND WELL-BEING MAY BE ABLE TO CONNECT YOU WITH OTHER SCHOOLS WHO HAVE IDENTIFIED SIMILAR GOALS TO YOURS OR WITH A SCHOOL THAT HAS A MORE EXPERIENCED AND WELL-ESTABLISHED SCIS TEAM.

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# PART 8

## RESOURCES



## Law, policy and procedure

Education Act <https://www.ontario.ca/laws/statute/90eo2>

Ontario Policy/Program Memorandum “Provincial Code of Conduct and School Board Codes of Conduct”  
<http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

Ontario Policy/Program Memorandum “Bullying Prevention and Intervention”  
<http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf>

Ontario Policy/Program Memorandum “Progressive Discipline and Promoting Positive Student Behaviour”  
<http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf>

The following WRDSB policies and procedures can be found at [www.wrdsb.ca/about-the-wrdsb/policiesprocedures/](http://www.wrdsb.ca/about-the-wrdsb/policiesprocedures/)

Policy 1008 – Equity and Inclusion

Policy 6000 – Safe Schools

Policy 6001 – Code of Conduct

Policy 6008 – Student Discipline

Policy 6009 – Student Bullying Prevention and Intervention

Policy 1012 – Faith and Religious Accommodation

Administrative Procedure 1200 – Student Bullying Prevention and Intervention

AP4070 - Responsible Use Procedure for Information, Communication and Collaboration Technologies

Administrative Procedure 1260 – Student Discipline

## On-line resources – WRDSB website and WRDSB resources

Bullying Prevention Resources  
<http://www.wrdsb.ca/our-schools/safe-schools/bullying-and-harassment/bullying-prevention-resources/>

Creating Positive School Climate  
<http://www.wrdsb.ca/our-schools/safe-schools/bullying-and-harassment/positive-school-climate/creating-positive-school-climate/>

Safe, Caring and Inclusive School teams  
<http://www.wrdsb.ca/our-schools/safe-schools/bullying-and-harassment/positive-school-climate/safe-caring-inclusive-school-teams/>

WRDSB “Bullying Prevention and Intervention Plan” <http://www.wrdsb.ca/pic/wp-content/uploads/sites/7/WRDSB-Bullying-Prevention-and-Intervention-Plan.pdf>

WRDSB “Bullying Prevention and Intervention Plan School Implementation Template” <http://www.wrdsb.ca/pic/wp-content/uploads/sites/7/School-Bullying-Implementation-Template.pdf>

Board Improvement Plan for Student Achievement – includes links to information and videos related to Mental Health, Diversity and Inclusion, Faith and Religious Accommodation, and Lesbian, Gay, Bi-Sexual, Transgender and Questioning (LGBTQ) <http://www.wrdsb.ca/bipsa/>

WRDSB mental health strategy and mental health resources  
<http://www.wrdsb.ca/bipsa/mental-health-strategy-overview/>  
<http://www.wrdsb.ca/our-schools/health-and-wellness/mental-health-well-being/>

Parent Involvement Committee (PIC) Safe, Caring and Inclusive School resources <http://www.wrdsb.ca/pic/links/safe-caring-and-inclusive-schools-scis-resources/>

## On-line resources – Ministry of Education Resources

Important information in many languages – this link is very important for engaging your parent and caregiver community. Many useful documents that relate to SCIS are available for you to share: “Quick Facts for Parents: Learning about Online Safety, Including Risks of Sexting,” “Quick Facts for Parents: Learning about Healthy Relationships and Consent,” “Bullying: We Can All Help Stop It,” and “Creating Safe and Accepting Schools.” When parents go to the website they can choose to see the material in 26 languages besides English (although not all documents are translated into all 26 languages).

<http://www.edu.gov.on.ca/eng/parents/multiLanguages.html>

The following three links are tools for Promoting a Whole School Approach to Positive School Climate designed by the Ministry of Education specifically for school and their SCIS teams. The fillable worksheet is suggested as a way that the SCIS team can plan activities for the year.

<http://www.edu.gov.on.ca/eng/parents/IntroDocEng.pdf>

<http://www.edu.gov.on.ca/eng/parents/ResourceDocEng.pdf>

[http://www.edu.gov.on.ca/eng/parents/Worksheet\\_fillableEng.pdf](http://www.edu.gov.on.ca/eng/parents/Worksheet_fillableEng.pdf)



Ontario's Well-being Strategy for Education, Ministry of Education for Ontario

<https://edu.gov.on.ca/eng/about/wellbeing2.html>

"Shaping Safe Schools: A Bullying Prevention Action Plan,"

Safe Schools Action Team, Ministry of Education

<http://www.edu.gov.on.ca/eng/healthsafeschools/actionTeam/shaping.pdf>

Ministry of Education, Model Bullying Prevention and Intervention Plan <http://www.edu.gov.on.ca/eng/document/curricul/BullyingPreventPlan.pdf>

Premier's Awards for Accepting Schools

<http://www.edu.gov.on.ca/eng/safeschools/award.html>

#### On-line resources – local

OK2BME provides support services for lesbian, gay, bisexual, transgender or questioning (LGBTQ) kids and teens in the Waterloo Region including providing training to schools wishing to start a Gay Straight Alliance. <http://ok2bme.ca/>

Wellness Acceptance Youth Voices Empowerment (WAYVE) promotes mental health and violence prevention by youth for youth. WAYVE has empowerment teams in many WRDSB schools and has a regional presentation team that does assemblies for schools across the board. WAYVE is also a resource for youth regarding mental health, bullying and suicide. <https://wayve1.wordpress.com/>

Playground Activity Leaders in Schools (PALS) is a playground leadership program that encourages all students to be active during recess. The program is offered through a partnership of the Region of Waterloo and the WRDSB. PALS can contribute to the school climate through decreased conflict during recess and improved leadership, communication and problem solving skills among students.

<http://chd.region.waterloo.on.ca/en/healthyLivingHealthProtection/supportingphysicalactivity.asp>

Beautiful Minds provides mental health programming for secondary students and staff and parents and has a mental health awareness handbook for parents. Beautiful Minds is made possible by partnerships among the Canadian Mental Health Association of Waterloo Wellington and Dufferin as well as four school boards including the WRDSB. <https://beautifulmindscmhawwd.wordpress.com/parents/>

Young Carers can educate your SCIS team and school community about the existence and needs of young carers and motivate the school to address their unique needs so that school is welcoming for them.

<http://www.youngcarersproject.ca/home>

#### On-line resources – other

Ontario Institute for Education Leadership Safe and Accepting Schools website – with a focus on Ontario schools, this website allows users to access and share resources for educators, leaders and SCIS teams. <http://www.safeacceptingschools.ca/en/>

Violence prevention stream of the Canadian Best Practice Portal developed by the Public Health Agency of Canada - all programs listed on the site are evidence-based. <http://cbpp-pcpe.phac-aspc.gc.ca/category/behaviour-related-risk/preventing-violence/>

PREVNet – Canada's authority on research and resources for bullying prevention – includes information for the school, administration and SCIS team as well as information targeted towards teachers, parents and students. Explore the full website or the specific links listed below it. <http://www.prevnet.ca/>

"What Teachers Can Do in the Classroom," <http://www.prevnet.ca/bullying/educators/what-teachers-can-do-in-the-classroom>

"What School Bus Drivers Need to Know," <http://www.prevnet.ca/bullying/educators/what-school-bus-drivers-need-to-know>

"How to Encourage Empathy," <http://www.prevnet.ca/bullying/parents/how-to-encourage-empathy>

Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools, <http://www.prevnet.ca/resources/bullying-prevention-facts-and-tools-for-schools>

Two other PREVNet resources are:

"Making a Difference in Bullying, What Teachers of Elementary Students Need to Know," Government of Newfoundland and Labrador website, [http://www.ed.gov.nl.ca/edu/k12/bullying/teachers\\_elementary\\_needtoknow.pdf](http://www.ed.gov.nl.ca/edu/k12/bullying/teachers_elementary_needtoknow.pdf)

"Making a Difference in Bullying, What Teachers of High School Students Need to Know", Government of Newfoundland and Labrador website, [http://www.ed.gov.nl.ca/edu/k12/bullying/teachers\\_adolescents\\_needtoknow.pdf](http://www.ed.gov.nl.ca/edu/k12/bullying/teachers_adolescents_needtoknow.pdf)

Canadian Centre for Child Protection (CCCP) – charitable organization that provides programs and services dedicated to the personal safety of all children – includes programs related to on-line and real world. WRDSB schools have been provided with a number of CCCP resources. <https://www.protectchildren.ca/app/en/overview>

Canadian Safe School Network – this is a charitable organization with a mandate to reduce youth violence and make schools and communities safer. <https://canadiansafeschools.com/>

Thames Valley District School Board, with funding from the Ministry of Education and the Ontario Institute for Education Leadership, has created “A Comprehensive Toolkit for Safe, Inclusive and Accepting Schools: Strategies from Thames Valley District School Board.” This resource includes, among other areas, ideas for assessment and evaluation, Tips for Promoting Healthy Relationships and common challenges and solutions related to four principles for effective safe schools, all within Chapter 4. <http://live.iel.immix.ca/safeandacceptingschools/>

Thames Valley District School Board – materials for Safe and Accepting Schools teams include Safe School Action plans, the Interactive BPPI (Bullying Prevention and Intervention Plan), and Sustainable Strategies for Safe Schools manual <http://www.tvdsb.ca/safeSchools.cfm?subpage=223370>

Thames Valley District School Board Safe Schools Speakers list 2013 [http://www.tvdsb.ca/files/filesystem/ss\\_speakerlist\\_june2013.pdf](http://www.tvdsb.ca/files/filesystem/ss_speakerlist_june2013.pdf)

Harmony Movement provides diversity and equity education programs that inspire and empower youth, educators and parents and guardians. All WRDSB schools should have one copy of the Harmony Movement Equity Educator’s Workbook. Please contact the WRDSB Equity and Inclusion Officer if your administrator does not have a copy. <http://www.harmony.ca/>

Centre ontarien de prévention des agressions (COPA) provides whole school approach programs focused on violence prevention and anti-bullying. It also offers on-line courses for students, parents and caregivers and teachers and school staff (please see reference below for professional development offered by COPA). <https://infocopa.com/copa-in-english/programs>

Circle of Caring is COPA’s multimedia resource created in collaboration with First Nation, Inuit and Metis families. <http://www.copahabitat.ca/en/aboriginal-resources/learn-more>

This is an on-line course for students created by COPA, along with the Ontario Teachers Federation, and is funded by the Ministry of Education. The focus of the course is how students can make positive change in their schools. Students can earn 15 community service hours when they complete the course and the required work. <http://changeourworld.ca/ressources/info-for-teachers-and-schools?locale=en>

“Roots of Empathy is an evidence-based classroom program that has shown significant effect in reducing levels of aggression among school children while raising social/emotional competence and increasing empathy.” Roots of Empathy is offered in some WRDSB schools. For more information about local programming please contact the Roots of Empathy Co-ordinator at the YWCA at 519-267-6444. <http://www.rootsofempathy.org/>

The WITS programs for elementary schools are evidence-based programs that use a whole school approach to prevent, and to help kids deal with, bullying and peer violence. <http://www.witsprogram.ca/>

The Fourth R is an evidence based program for senior elementary and secondary schools that focuses on healthy relationships, reducing violence and a harm reduction approach to risky behaviour. <https://youthrelationships.org/fourth-r-programs>

Beyond the Hurt, Canadian Red Cross – whole school approach to bullying prevention <http://www.redcross.ca/how-we-help/violence--bullying-and-abuse-prevention/educators/bullying-and-harassment-prevention/bullying-and-harassment-prevention-programs>

Healthy Youth Relationships, Canadian Red Cross program – offers teens the knowledge and skills to develop healthy relationships and prevent relationship violence <http://www.redcross.ca/how-we-help/violence--bullying-and-abuse-prevention/educators/healthy-youth-dating-relationships>

Parents for Children’s Mental Health can provide information for your SCIS team to assist with making your school inclusive for children with mental health issues and their families. <http://www.pcmh.ca/whyPCMH>

The FRIENDS programs are based upon many years of research and are endorsed by the World Health Organisation (WHO) as prevention programs. The programs focus on building resilience and preventing/treating anxiety. They emphasize building strengths and promoting a healthy lifestyle (rather than on deficits and problems). This is an International program, but training for those who want to use it in Ontario can be accessed through this website. Different FRIENDS programs are designed for students of different ages – ranging from 4 to 16. [http://www.hannpsychologicalservices.com/pdf/Treating\\_and\\_Preventing.pdf](http://www.hannpsychologicalservices.com/pdf/Treating_and_Preventing.pdf)

The Gay, Lesbian, and Straight Education Network (GLSEN) (a leader in education related to safe schools in the United States) has many resources available on-line that your team could use to support promotion of a safe and inclusive environment. <http://www.glsen.org/educate/resources>

Stopbullyingnow is a website filled with resources that SCIS teams can share with their school community to support youth, parents/guardians and staff in building a positive school climate, reducing negative behaviour between youth and intervening when necessary. <http://stopbullyingnow.com/works/>

### **On-line resources – lesson plans and professional development**

Fourth R – free lesson plans <https://youthrelationships.org/free-lesson-plans>

Fourth R – on-line training – Impact of media violence – helps staff be prepared to help youth develop critical media literacy skills. <https://www.youtube.com/watch?v=PAVchIkDhm8>

Fourth R – on-line training for parents – Cyber Bullying and Electronic Safety - parents are provided with a variety of strategies to prevent and respond to cyber bullying and sexting and keep their children safe in the digital world. <https://www.youtube.com/watch?v=znv7GyoqLUE>

Stress Lessons is a free resource for educators of students in grades 4–6 and is available on-line or in print. Educators will receive lesson plans for seven lessons focused on stress management and building resiliency. There is also a parent guide to be shared with families. This is a research-based program created by educators, parents, counselors, stress experts and psychologists, among others. [http://www.morethanmedication.ca/en/stress\\_lessons/insiders?educators](http://www.morethanmedication.ca/en/stress_lessons/insiders?educators)

Voices into Action – this is free on-line educational program exploring social justice issues that meets Ontario secondary school requirements.

<http://www.voicesintoaction.ca/Home/Splash>

COPA resources related to Equity and Inclusion including teacher lesson plans. <http://www.safeatschool.ca/resources/resources-on-equity-and-inclusion>

Free on-line bullying prevention training for teachers and school staff, created by COPA and funded by the Ministry of Education. <http://bullying-prevention.safeatschool.ca/>

Safe@School (COPA and the Ontario Teacher's Federation (OTF) funded by Ministry of Education) – this is professional development on bullying prevention. <http://www.safeatschool.ca/plm/bullying-prevention>

Safe@School (COPA and OTF funded by Ministry of Education) – this is professional development on equity and inclusion. <http://www.safeatschool.ca/plm/equity-and-inclusion>

Safe@School (COPA and OTF funded by Ministry of Education) – this is professional development on working with parents and caregivers to develop safe and equitable schools. <http://www.safeatschool.ca/plm/parents-and-guardians-partners-in-prevention>

The Gay, Lesbian, and Straight Education Network (GLSEN) provides on-line professional development related to maintaining a safe school and one that is free from prejudice against GLBTQ students. <http://www.glsen.org/educate/professional-development>

Among the Educator guides on the GLSEN website is the “Ready, Set, Respect! Elementary Toolkit” which includes lesson plans for addressing name calling, for fostering respect regarding family diversity and for questioning stereotypical views of gender roles. <http://www.glsen.org/readysetrepect>

Respect Education Courses, Canadian Red Cross, includes e-learning on bullying prevention and creating positive school climates. <http://www.redcross.ca/training-and-certification/course-descriptions/respect-education-courses>



### Appendix A – Bullying Prevention Activities

This list of suggestions is adapted from the PREVNet Timeline of Bullying Prevention Activities, which can be found at [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)

- Identify School Champions to participate on the team and help plan activities
- Prepare weekly Safe, Caring and Inclusive Schools announcements and tips
- Conduct a Safe, Caring and Inclusive School assessment
- Plan, Run and Evaluate Bullying Awareness Week activities (third week in November)
- Review school climate and bullying prevention goals, metrics of success and activities
- Celebrate Safe, Caring and Inclusive School activities
- Plan and hold a youth led initiative for the school
- Conduct an environmental scan
- Host a Bullying Prevention evening for students and parents/guardians

## Appendix B – PREVNet Bullying Prevention Needs Assessment Toolkit

This tool will enable an overview of where your school is at with respect to developing a bullying prevention plan and identifying what aspects of the school plan needs to be further developed. With your Safe and Accepting School Team, complete the four charts below. Where the answer is “no” these are areas that will require development through the leadership of the team. If the answer is “yes”, but qualified with a ‘not satisfied’ or ‘somewhat satisfied’, these are also areas that your team could work toward improving. This assessment should be repeated at the beginning of each school year to help identify the goals in bullying prevention and the planning needs each year.

### Level of Satisfaction:

0 not satisfied

1 somewhat satisfied

2 very satisfied

Education	Questions about education provided to students, school staff, parents, and community representatives	Students		School Staff		Parents/Guardians		Other Adults	
		Yes or No	Level of Satisfaction	Yes or No	Level of Satisfaction	Yes or No	Level of Satisfaction	Yes or No	Level of Satisfaction
Content	Has your school provided educational opportunities to raise awareness about:								
	1. Bullying as a relationship problem that requires relationship solutions?								
	2. Developmental/ educational needs related to bullying?								
	3. School climate and positive relationships among all school members?								
Implementation	Have the principal and staff identified bullying as a critical issue for the school?								
	Has the school made an effort to increase communication about bullying issues?								
	Have resources been allocated to support and sustain your bullying prevention program?								

Assessment	Questions about assessment conducted with students, school staff, parents, and community representatives	Students		School Staff		Parents/Guardians		Other Adults	
		Yes or No	Level of Satisfaction	Yes or No	Level of Satisfaction	Yes or No	Level of Satisfaction	Yes or No	Level of Satisfaction
Content	Has your school conducted an assessment of bullying problems?								
	Does the assessment include questions about the types of bullying at different ages for boys and girls?								
	Did the assessment include questions about perceptions and strategies of peers, school staff, and parents?								
	Were results communicated to the school community?								
Implementation	Is your school interested in learning about the extent of bullying problems?								
	Do you have resources (e.g., staff, materials) to assess bullying?								
	Are extra resources available in the community (e.g., university, parent volunteers)?								
	Does your school have a plan to use assessments to guide prevention programming and evaluate interventions?								



Prevention and Intervention	Questions about prevention and intervention for students, school staff, parents, and community representatives	Students		School Staff		Parents/Guardians		Other Adults	
		Yes or No	Level of Satisfaction	Yes or No	Level of Satisfaction	Yes or No	Level of Satisfaction	Yes or No	Level of Satisfaction
Content	Is your school running a bullying prevention program? If yes:								
	1. Is it evidence-based and involves the whole school?								
	2. Does it provide specific support and strategies for students who are bullying others and/or are victimized?								
	3. Does it promote positive relationships and strategies for students, staff, & parents?								
Implementation	Are the principal and teachers leading the program and involving the whole school community?								
	Do you require:								
	1. Resources (e.g., funding, staff, materials) to run a program								
	2. Are they available?								
	If you are running a program, are you evaluating it or planning to evaluate it?								
	What obstacles do you foresee in implementing bullying prevention programs?								

School Plan	Questions about school plan development for students, school staff, parents, and community representatives	Students		School Staff		Parents/Guardians		Other Adults	
		Yes or No	Level of Satisfaction	Yes or No	Level of Satisfaction	Yes or No	Level of Satisfaction	Yes or No	Level of Satisfaction
Content	Does your school plan:								
	1. Define bullying								
	2. Have specified procedures to address bullying?								
	3. Specify roles and responsibilities of students, school staff and parents in preventing and responding to bullying?								
Implementation	Has the plan been disseminated to all students, staff, and parents?								
	Are you evaluating the school plan implementation process and effectiveness?								
	Do you require:								
	1. Resources (e.g., funding, staff, materials) to run a program?								
	2. Are the resources available?								
	What obstacles do you foresee in implementing and sustaining the bullying prevention plan?								

“Bullying Prevention Needs Assessment,” p. 37, Bullying Prevention and Intervention in the School Environment: Fact Sheets and Tools, Dr. D. Pepler and Dr. W. Craig, PREVNet, [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_facts\\_and\\_tools\\_for\\_schools.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf)







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