

**Inclusive, Safe and Caring Programs  
Bullying Prevention and Intervention School Plan**

<b>School:</b>	<b>Jack Donohue P.S.</b>	<b>February 2016</b>	
<b>Safe Schools Team Members 2014-2015</b>			
<b>Chair:</b> <i>(must be a school staff member)</i>	<b>Cindy Alce</b>	<b>Students:</b>	<b>Nadine Abdul-Kader Noura Dawood</b>
<b>Principal/Vice-Principal</b>	<b>Mark Cruise</b>	<b>Parent:</b>	<b>Allison Alvi</b>
<b>Teacher:</b>	<b>Christine Quart</b>	<b>Other(s):</b>	
<b>Non-Teaching Staff:</b>	<b>Kelly Mills</b>		
<b>Community Partner:</b>	<b>CindyCybulski (SRO)</b>		
<b>School Plan Information</b>			
<b>Need(s)</b> <i>(identified through assessment data, including school climate survey data)</i>			
<b><u>Results from TTFM 2014</u></b>			
<b><i>Bullying and Exclusion</i></b>			
<p><b>Junior results: 15% were victims of moderate to severe bullying in the previous month; Canadian norm for these grades is 26%. (13% of the girls and 16% of the boys)</b>  <b>Canadian norms: 26% girls and 26% boys.</b></p> <p><b>Intermediate results: 18% were victims of moderate to severe bullying in the previous month; Canadian norm for these grades is 26%. (19% of the girls and 17% of the boys)</b>  <b>Canadian norms: 25% girls and 28% boys.</b></p>			
<b><u>Results from the TTFM 2015</u></b>			
<p><b>Junior results: 15% were victims of moderate to severe bullying in the previous month; Canadian norm for these grades is 26%. (16% of the girls and 15% of the boys)</b>  <b>Canadian norms: 26% girls and 26% boys.</b></p> <p><b>Intermediate results: 15% were victims of moderate to severe bullying in the previous month; Canadian norm for these grades is 26%. (20% of the girls and 11% of the boys)</b>  <b>Canadian norms: 25% girls and 28% boys.</b></p>			
<b>Training, Prevention and Awareness-Raising Strategies and Resources</b> <i>(Students, Staff, Parents and Community)</i>			
<p><b>Review of OCDSB's policies and procedures and related legislation (e.g. Keeping our Kids Safe at School Act 2009) to all staff every fall review the requirement to intervene, prevent and report harassment, bullying and violence at school</b>  <b>Many staff have been trained in Collaborative Problem Solving</b>  <b>Some staff have been trained in Restorative Practices</b>  <b>Ministry of Education's <i>Supporting Minds</i> document presentation to staff in November 2014</b></p>			
<b>Intervention and Support Strategies</b> <i>(For students who cause harm, are impacted by harm, and are witness to harm)</i>			

## School Plan Information

- Character Education embedded in all subject areas
- School Learning Plan 2014-2015-If we teach problem solving approaches and strategies in all subject areas and provide descriptive feedback to our students, then our students will be able to use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes. This overall goal integrates math (problem solving), language (oral communication), aligns to the Board's Improvement Plan for Student Achievement (BIPSA) **WELLNESS** of promoting mental health wellness through problem-solving as well as embeds our school wide WITS program (Walk away, Ignore, Talk it out and Seek help.)
- School Learning Plan 2015-2016-Wellness goals-If we explicitly teach, model and provide opportunities for students to self-regulate (Kindergarten), engage in WITS (Primary), conduct body scans/self-awareness body checks (Primary and Junior) and engage in mental health presentations (Intermediate) then our students will be more resilient and less anxious.
- Presentation to School Council on the Inclusive, Safe and Caring Program School Plan-December 2014
- Progressive Discipline Continuum is applied
- Restorative Practices are a focus in all debriefings with students
- Debriefing with student with caring staff member
- On-going dialogue with home
- Opportunities for students to connect with support services such as school's social worker/psychologist as well as referrals to community services
- MADD presentation to intermediate students-February 2016
- Dr. Jennifer Karp-Kids Can Cope: Parenting Resilient Children at Home and at School-April 13 starting at 7:00 p.m. in the gym
- The resource Kids Can Cope: Parenting Resilient Children distributed to each family
- Developing Resilient, Active and Flourishing Student-pilot project by the OCDSB for grades 4-8 English stream
- Rideauwood presentations to intermediate students-3 sessions
- Ottawa Public Health Nurse Healthy Transitions presentations to grade 8 students
- WITS-primary conflict resolution program-Walk Away, Ignore, Talk it Out, Seek Help
- Paul Davis Presentation on safe social media use-May 2015

### Communication and Outreach Strategies *(Reaching students, parents, and the community)*

School Learning Plan-presentation to School Council on both the academic and wellness goals-Feb 2016

Ongoing updates to our school website regarding community supports/services/presentations

### Monitoring and Review *(Proposed cycle for monitoring and review of data and school plan)*

Safe Schools Team meets three times per year. Due to the labour strike, our team met 2 times this year.

Our 1<sup>st</sup> meeting was held on March 1, 2016.

Ongoing monitoring by administration and all staff will continue.