Monitoring

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

Reflection Questions:

- What will be monitored (strategy), by whom, and how (action)?
- What were the greatest successes with students? What grade level(s) experienced the most success? How do you know?
- What challenges were encountered? What grade level(s) experienced the most challenges? Why? How could this be improved next year?
- What are the next steps? Which students need more support? How can they best be supported?

Evidence Can Include:

- Have Your Say Survey data
- ongoing evidence gathered through classroom and school surveys
- collection and reflections of observations, conversations and products
- suspension data
- school based surveys/questionnaires, focus groups, student engagement feedback
- other

**Schools to update this section throughout the school year.*

Strategy	Action	Ongoing Monitoring/Notes *Copy:* In Progress

Monitoring Check-Ins

School administrators and the Well-Being Team will meet on a regular basis to discuss the effectiveness of selected intervention and prevention strategies as well as the use of resources and planned professional development. The Well-Being Team should determine what strategies are working, what may not be working and what may need adjusting in order to keep the focus on improving student well-being.

Reflection Questions:

- What successes occurred as a result of the Action Plan? What successes occurred as a result of the teaching and learning of Bullying Prevention and Intervention Strategies?
- What resources were used to support teacher and student learning?
- What professional learning was considered to be the most important and helpful? Why?
- What are the next steps? What bullying prevention and intervention strategies need to change?
- What needs to be included in the next year's professional learning plan?

(example) **Check in #1 Notes**

(example) **Check in #2 Notes**