



C O N C L U S I O N

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.

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