SAFE and CARING SCHOOLS

COMPANION GUIDE for
SAFE and CARING SCHOOLS

A Policy Directive Enhancing
Proactive Supports to Minimize
THE USE OF SUSPENSION

2023

Manitoba

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website at www.edu.gov.mb.ca/k12/safe_schools/index.html.

Disponible en français.

Available in alternate formats upon request.

Contents

__Land Treaty Acknowledgement__

We recognize that Manitoba is on Treaty 1, 2, 3, 4, 5, 6, and 10 Territories and the ancestral lands of the Anishinaabe, Anishininewuk, Dakota Oyate, Denesuline, Ininiwak, and Nehethowuk Peoples. We acknowledge Manitoba is located on the Homeland of the Red River Métis. We acknowledge northern Manitoba includes lands that were and are the ancestral lands of the Inuit.

We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, Inuit, and Métis people in the spirit of truth, reconciliation, and collaboration.

Companion Guide for Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension

Manitoba's Philosophy of Inclusion

The Public Schools Act supports Manitoba's Philosophy of Inclusion, which states:

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.

Introduction

It is in the spirit of inclusion, respect, and safety for all that *Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension* (2023) was developed, advancing the vision that all Manitoba students can succeed no matter where they live, their backgrounds, or their individual circumstances. The information, links, and resources provided in this companion guide are intended to support schools in their efforts to limit, reduce, and phase out exclusionary practices, except in situations of imminent safety risk to students and staff.

Many existing support documents provide important links to comprehensive school health, student mental health, and curriculum connections. Using these documents in conjunction with one another will help enhance school-based supports while focusing on personal development and wellness with the intention of reducing instances that could lead to suspension.

Connecting Mental Health Literacy and Well-Being to the Physical Education/Health Education Curriculum (2021) identifies mental well-being as an Indigenous perspective called "living the Good Life" (i.e., Mino-Pimatsowin). It is about the balance of the emotional, physical, mental, and spiritual aspects of a person. In a healthy balance, a student can develop their gifts (skills and abilities) and share them with the world. Everyone is responsible for lifting up all students, and schools are an important context for teaching and learning about mental health, well-being, and healthy lifestyles. Schools also provide a setting for personal and community development, socialization, and connections to services (for more information, see Manitoba Education, *Connecting Mental Health, Literacy, and Well-Being to the Physical Education/Health Education Curriculum*, 2021).
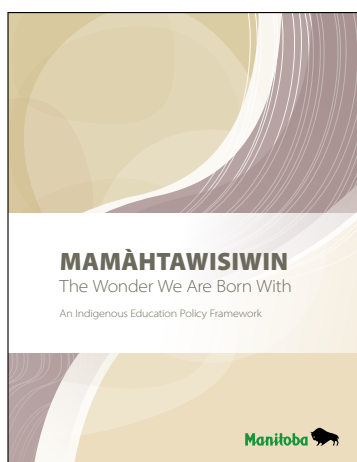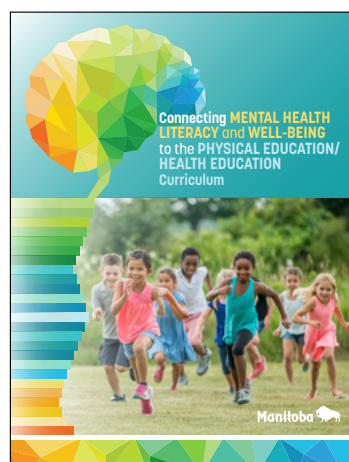
Within an Indigenous conceptual framework, histories and cultures offer a diverse education that fosters a sense of belonging in all learners. Responding to the Calls to Action (Government of Canada, 2015), framing contextual realities as learning opportunities for all furthers the mandate of the Truth and Reconciliation Commission. Manitoba's Indigenous education policy framework, *Mamàhtawisiwin: The Wonder We Are Born With* (2022), provides insightful and invaluable ways in which Indigenous perspectives can enhance our current curriculum and focus on well-being, empowerment, and celebrating gifts to share with the world.
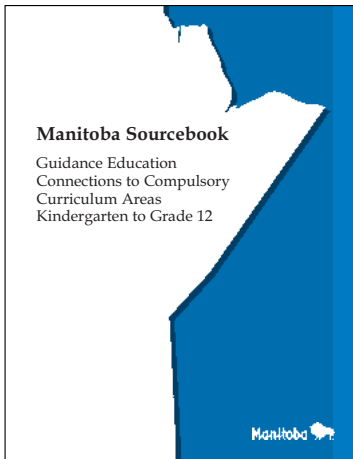
Across grade levels, the personal/social and educational components of the *Manitoba Sourcebook: Guidance Education— Connections to Compulsory Curriculum Areas, Kindergarten to Grade 12* (2007) identify many learning outcomes that are embedded in current curricula. The personal/social component focuses on self-knowledge, social skills, and safety issues. These issues are aligned with the changes in human dynamics and the maturing concept of self. The educational component identifies key knowledge and skills that students require over time to become effective, independent learners within the school setting and beyond.

Both components, when integrated into the school and classroom, can provide students with the skills they need to self-regulate when in an elevated emotional state. There are hundreds of applicable learning outcomes in our present curricula; they are not "add-ons." Outcomes can be delivered by classroom teachers or they can be a shared responsibility in a co-teaching opportunity. When educators work together, students benefit from an integrated approach without oversight or duplication of learning outcomes. Making it a priority to imbed personal/social and educational components across subjects and grade levels will lead to more positive comprehensive school health.

Planning for and implementing a whole-school approach will ensure that support reaches all students, thereby allowing for the development of social and problem-solving skills, positive relationships, and personal well-being. Using the three-tiered model found in *Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging* (Manitoba Education and Training, 2017), schools will provide a sense of safety and belonging for all while focusing on the long-term, multi-dimensional planning that is most effective for implementing and sustaining a safe and caring school environment.
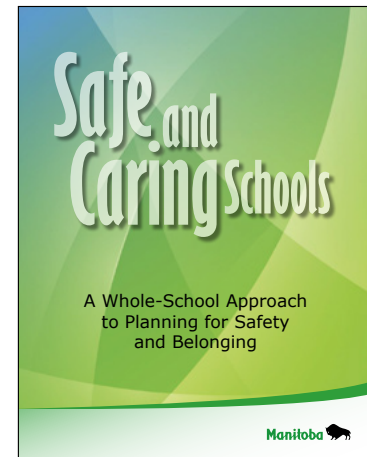
These resources provide valuable guidance in creating schools where students feel safe and supported. An important part of that support is found during times of discipline, where growth and learning should be the focus.

The department recognizes the many efforts made by schools and school divisions to use these documents, support students with positive interventions, and move away from exclusionary practices towards those that embrace alternative approaches to discipline.

Impact of Suspension

Research continues to show the negative impact of suspension on student educational experiences, school climate, and the long-lasting effects on society (Lacoe & Steinberg, 2018; Dishion & Snyder, as cited in Greene et al., 2015). As a result, methodologies to student discipline and school safety have begun to shift away from punitive and coercive strategies met with zero tolerance and exclusionary responses historically used in schools (Eblie Trudel, 2022; Skiba, 2014; American Psychological Association Zero Tolerance Task Force, 2008).

> "Suspension should be a last resort because of the negative and often unintended impacts of exclusionary practice to students' school experience" (MEECL, *Report of the Student Advisory Council,* 2022, p. 12).

The Manitoba Advocate for Children and Youth identified the impact of suspension in three separate reports: *The Slow Disappearance of Matthew: A Family's Fight for Youth Mental Health Care in the Wake of Bullying and Mental Illness* (2020); *Documenting the Decline: The Dangerous Space Between Good Intentions and Meaningful Interventions* (2018); and *A Place Where it Feels Like Home: The Story of Tina Fontaine* (2019).

These specific cases illustrate the harmful effects of suspensions and exclusionary practices, while supporting the importance of keeping students connected to school. The cases further reinforce how feelings of belonging and engagement in schools serve as protective factors in times of stress. The impact of exclusionary practices like suspension can vary, depending on the unique case and circumstances of an individual, and this experience has the potential to significantly alter the trajectory of one's education and life—in some cases with tragic consequences.

> "The prevalence of poverty in a school division catchment influences not only the rate at which students are disciplined, but exaggerates the disparities apparent in marginalized groups" (Losen & Skiba, 2010; Nicholson-Crotty et al., 2009, cited in Eblie-Trudel, 2022, p. 7).

Research from the last 20 years has concluded that school suspension disproportionally targets males, ethnic minorities, those who come from disadvantaged economic backgrounds, and those who have diverse learning needs. In other words, suspension affects the most vulnerable children in schools (Valdebenito et al., 2018).

Students who are repeatedly suspended are at risk for academic decline, feelings of alienation, a higher drop-out rate, substance use/abuse, and engagement with the justice system. In the long term, opportunities for training and employment are considerably reduced for those who have repeatedly been excluded. Exclusion from school rarely prevents or addresses the underlying causes of the behaviour (Council on School Health, 2003).

Furthermore, these students are at risk for lower academic achievement and grade retention. Missed instructional time can cause students to fall behind, resulting in the additional challenge of getting caught up with schoolwork (Wolf & Kupchik, 2017; Noltemeyer et al., 2015). The impact is even greater if pre-existing learning difficulties are present. Providing work without instruction, guidance, or supervision is an ineffective plan for students who may already experience academic difficulties (MACY, *Documenting the Decline,* 2018). Even a single suspension can lower math and reading success for students (Brown & Parekh, 2013; Lacoe & Steinberg, 2018) and alter their educational trajectory (Brown & Parekh, 2013; Passarella, 2017).

According to Lacoe and Steinberg (2018), high rates of out-of-school suspensions have an impact on the school climate and feelings of safety by both staff and students, which can result in low attendance and student achievement as well as an increase in levels of teacher attrition and turnover. Both teachers and students report feeling less safe in schools with high suspension rates compared to schools with lower suspension rates.

Instead of creating a school environment that feels safe, exclusionary practices have been known to be ineffective and often counterproductive, causing feelings of alienation (Dufresne et al., 2010). Furthermore, these practices may create the perception of a system that is punitive and reactionary, as opposed to one that is proactive and restorative. As stated in *Finding the Way Back: An Aggregate Investigation of 45 Boys Who Died by Suicide or Homicide in Manitoba,* "safe and healthy school experiences are needed to help youth develop secure attachments and give them a sense of safety and belonging" (MACY, 2021, p. 36).

Statistics show that chronic absenteeism and drop-out rates increase with the incidence of suspension and exclusion (Noltemeyer et al., 2015; Hwang, as cited in Hwang & Domina, 2021; Suh, Suh, & Houston, 2007; Passarella, 2017; Arcia, as cited in Greene et al., 2015). The Toronto District School Board reports that "students who dropped out had a 49% suspension rate, compared to a rate of 15% for graduates" (Brown & Parekh, 2013, p. 5).

Research suggests that children in care who are suspended experience a greater likelihood of a negative effect on educational outcomes compared to the general population (*National Factsheet on the Educational Outcomes of Children in Foster Care,* as cited in Brownwell et al., 2015).

In 2019, Dong and Krohn's research indicated that exclusionary practices appeared to be more predictive of drug use than police arrest during both adolescence and young adulthood. Conversely, when students are excluded from their school community because of substance use, the suspension fails to address the underlying root causes of their behaviour (Wolf & Kupchik, 2017) and may be the "symptom rather than the cause of negative youth outcomes" (Hwang & Domina, 2021, p. 446).

The Academy of Criminal Justice Sciences reports a link between school suspensions and other exclusionary practices as an indicator of future involvement in the

justice system. This correlation is stronger than a student committing a crime as a youth (Sparks, 2020). Even transferring to a school with a higher suspension rate is indicative of future justice engagement. The Harvard Graduate School of Education reports that students assigned to high-suspension schools are more likely to be arrested and incarcerated later, and less likely to attend a four-year college (Boudreau, 2019). This "school-to-prison pipeline" greatly reduces training and employment opportunities for those who have had school experiences marked by exclusion.

These long-term and broad adverse effects of exclusionary school discipline practices are indicators that, with the exception of rare instances, schools should avoid the use of suspension and work towards discontinuing the practice altogether (Wolf & Kupchik, 2017).

Keys to Student Support

KEY A: POSITIVE SCHOOL CLIMATE

Research has identified a positive school climate as being a direct indicator of successful and effective schools. Students and school staff feel valued and respected, leading to greater satisfaction and a lower incidence of unwanted behaviours. Similarly, student achievement improves when there is an overarching feeling of positive relations and engagement. A positive climate is fostered in a whole-school approach as well as targeted interventions in the classroom (National Center on Safe Supportive Learning Environments, 2022).

Enhancing School Climate

Schools that engage in preventative practices foster a positive school climate and build a culture of trust and respect. Schools with a positive school climate have the following characteristics:

- strong relationships
- students are inspired and given support to succeed in an environment of high expectations
- consistency in expectations and discipline
- regular collection of feedback, followed by adjustments
- students, staff members, and parents feel—and are—safe, included, and accepted
- members of the school community demonstrate respect, fairness, and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment
- students are encouraged and given support to be positive leaders and role models in their school community (e.g., speaking up about issues such as bullying)
- students, principals, staff members, parents, and community members engage in open and ongoing dialogue, and all partners are actively engaged
- principles of equity and inclusive education are embedded across the curriculum

strategies for bullying prevention, intervention, and raising awareness are reinforced for students and staff

the learning environment and instructional and assessment practices reflect the diversity of all learners

(Manitoba Education and Training, *Code of Conduct,* 2014; Prothero, 2021; Ontario Ministry of Education, *Promote a Positive School Environment,* 2012–2022).

Creating and Supporting Positive Behaviour in the Classroom

Teachers work within their own classroom context and consult with colleagues to find ways to apply strategies unique to the needs and abilities of individual students and a particular classroom. Research identifies a number of key elements of effective classroom management that support positive behaviour. *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms* (Manitoba Education, 2011) identifies the following nine interrelated and overlapping key elements that are used to create positive, supportive, safe, and engaging classroom environments in which all students can be successful:

- positive relationships
- classroom organization
- differentiated instruction
- classroom behavioural expectations
- social skills instruction
- positive reinforcement
- fair and predictable consequences
- gathering data to understand student behaviour
- planning for behavioural changes

Learning new pathways to success leads to new ways of thinking, being, and doing—actions that move school communities toward Truth and Reconciliation (MEECL, *Mamàhtawisiwin: The Wonder We Are Born With*, 2022).

Additional classroom strategies include the following:

- celebrating student diversity
- putting students at the centre of all planning and responses
- meeting the instructional needs of each child through activities that are attainable, building on student areas of strength, and demonstrating care and respect for all

- creating a safe, welcoming, and culturally responsive environment to strengthen student engagement and encourage a strong sense of belonging and acceptance

- creating an effectively designed physical environment (e.g., a sense of calmness, removing visual distractions, using soft music in the background, providing preferential seating based on need)

- creating a growth mindset classroom environment where mistakes are viewed as opportunities for learning

- utilizing restorative practices in the classroom

- involving parents in problem-solving

- using conflict resolution strategies

- using strategies to help students reduce stress and/or anxiety

(For more information, see the School Attendance page on the Manitoba Education and Early Childhood Learning website at www.edu.gov.mb.ca/k12/attendance/educators_info.html or *Classroom PBIS Practices* by the U.S. government's Center on Positive Behavioral Interventions and Supports [PBIS], 2022)

KEY B: STRENGTHS-BASED PRACTICES

Social-Emotional Learning (SEL)

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2023) describes social and emotional learning (SEL) as a process whereby all students acquire and apply key social competencies. The benefits and positive effects of SEL on mental wellness, healthy relationships, a positive sense of identity, and improved academic performance are well-researched.

Many strategies that promote SEL are often embedded in teachers' daily practice. Common approaches include engaging in mindfulness activities, journal writing, using *SMART* (specific, measurable, achievable, relevant, and time-related) goals, incorporating art activities, assigning class responsibilities, group work, teacher read-alouds, and daily check-ins (Team, E.Q.E., 2021). SEL approaches vary; however, implementation is most effective if it is *SAFE* (sequenced, active, focused, and explicitly targeted to specific skills) (CASEL, 2023).

Positive Behavioural Interventions and Supports (PBIS)

Positive Behavioural Interventions and Supports (PBIS) is an evidence-based framework to improve and integrate the data, systems, and practices affecting student outcomes. Using a whole-school approach, PBIS uses a three-tiered system for intervention:

- **Tier 1 (Primary)** is a universal approach whereby practices and systems are provided to all students, school-wide and in classrooms. Basic behaviour expectations like respect and kindness are modelled by staff and explicitly taught.

- **Tier 2 (Secondary)** practices and systems support students who have difficulties with learning and practising positive behaviour. These supports offer more opportunities for direct instruction using evidence-based programming. Students are taught to observe and think about their own and others' thoughts and feelings. They also learn the connection among thoughts, feelings, and behaviours.

- **Tier 3 (Tertiary)** practices are designed for more intensive, individualized support for students to improve their behavioural and academic outcomes. Only a small percentage of students will require this level of intervention.

Positive behavioural support (PBS) is a general term for classroom management strategies designed to help teachers understand why challenging behaviour occurs, address the motivation behind the behaviour, and alter the learning environment to provide positive support and encouragement for the desired behaviour. The supports are for all students and characterized by clear expectations and easy-to-understand language, encouraging widespread understanding and leading to clear boundaries and routine. The expectations should span various situations and locations students may find themselves in throughout the day: in class, lunch, recess, field trips, and the school bus. Through explicit instruction, students should have the opportunity to practise desirable behaviours and receive specific positive feedback. (For more information, see *What is PBIS?* by Andrew M.I. Lee, 2014–2022.)

Culturally Relevant and Responsive Practice

A school practising culturally relevant pedagogy should be one of metaphorical mirrors and windows. Students should see themselves reflected in the building itself and in the learning material, while having the opportunity to learn more about and see into the lives of others. All learners need to see and hear that they—their families, communities, histories, and cultures—are valued and important, and therefore reflected in their educational context. The school staff uses students' culture as the basis for learning, helping them recognize and honour their own cultural beliefs and practices while accessing and learning about the wider world.

Teachers must model respect for all the diversity students contribute into the classroom and the wider school community, using those cultures as springboards for teaching and learning. Cultural consideration should be given to country and language of origin, those that are Deaf and hard of hearing, and people who are blind or visually impaired. (For more information, see *How to Practice Culturally Relevant Pedagogy* by Escudero and Duncan-Andrade, 2019.)

Culturally relevant educational practice has three criteria, as identified by Ladson-Billings (1995) and Bennett (2003): students must experience academic success, students must develop and maintain cultural competence, and students must develop critical consciousness through which they challenge social injustice. This means that teachers work to "empower students to succeed by providing them with a learning environment which respects their culture, embraces their diversity, and celebrates their differences" (Bennett, 2003, p. 257).

Culturally responsive education supports an instructional approach to discipline that emphasizes teaching social skills. Policies and practices need to be examined for bias, and unwanted behaviours need to be assessed as to whether the behaviour is culturally influenced. Behavioural errors due to cultural differences, such as shouting or talking over others, should not be met with criticism, but with the creation of clear expectations and allowing for practice without fear of repercussions. This will affirm student strengths and maintain relationships (Bennett, 2003).

Manitoba's cultural diversity provides an opportunity for planning that considers the perspectives and representation of cultures to foster engagement, inclusion, and belonging.

Restorative Practice and Restitution

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Key components are active participation, caring, respectful dialogue, forgiveness, and making amends. Research suggests that a whole-school approach to restorative practice is the most beneficial in establishing common values and norms, promoting a sense of belonging to the school community, and building trusting relationships, leaving fewer students in crisis.

Relationships among students and between students and educators are improved and strengthened as restorative practices allow individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual(s) affected. Taking responsibility requires understanding how the behaviour affected others, acknowledging the behaviour was harmful, taking action to repair the harm, and making changes necessary to avoid such behaviour in the future.

Restorative practices work when they are implemented school-wide and integrated into the fabric of the school community. When the whole school is infused with restorative strategies, it becomes easier to address issues faster and respond in a thoughtful way because the caring and supportive culture is already present. (For more information, see *Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools: A Guide for Educators by Opportunity to Learn Network* [2014] and *Restorative Practices in Schools by Passarella* [2017].)

Trauma-Informed Practice

There are two types of trauma that are particularly relevant to children and youth: developmental and intergenerational trauma. *Developmental trauma* results from exposure to early traumatic stress as infants, children, and youth, and is related to neglect, abandonment, physical abuse or assault, sexual abuse or assault, emotional abuse, loss and separation, witnessing violence or death, repeated grief and loss, and betrayal. *Intergenerational trauma* describes the neurobiological and/or psychological effects that can be experienced by people who have close connections with trauma survivors. Coping and adaptation patterns developed in response to trauma can be passed from one generation to the next (Poole et al., 2017).

Traumatic stress in children can affect many aspects of physical and social development and have an impact on the formation of self-concept. Children who have experienced trauma tend to over- or under-respond with little regard for the demands of the environment and may demonstrate similar extremes in their emotions. Traumatic stress can also interfere with a child's ability to form secure attachments (Lawler, 2017).

Trauma-informed practice focuses on creating a sense of safety, trust, connection, and inclusion, while supporting social skill development related to self-regulation.

In interactions with children and families, trauma-informed practice is about the way of being in the relationship, more than a specific treatment strategy or method.

When children enter a classroom or school that feels safe to them, their cortisol levels will reduce. Regardless of what is happening to students at home or in their neighbourhood, if school is a place of safety, they will be healthier and better able to learn. Just as students enter school with varied reading abilities, trauma-sensitive and responsive schools have cultivated an awareness of the skills that students have adapted to cope with the challenges they face. As a result, schools that embrace teaching age-appropriate and adaptive social, emotional, and behavioural responses to all students do so with the understanding that what is done to support the most affected students will benefit ALL students (Poole et al., 2017).

KEY C: ALTERNATIVE APPROACHES

When designing alternative learning experiences to improve behaviour and enhance engagement, Unger (2018) proposes the following principles and ingredients:

Principles:

- Make resources available and accessible.
- Material should be meaningful to the participant in a specific context at a given point in time.
- Employ a multi-systemic approach.
- Coordinate programs making for ease of navigation for those utilizing services.
- Provide continuity of support.
- Offer support in ways that are culturally significant to students' values, beliefs, and customs.
- Share responsibility for solutions with caregivers, service providers, educators, community members, and children/youth.

Key Ingredients:

- Build relationships.
- Encourage powerful identities.
- Provide opportunities for power and control.
- Promote social justice.
- Improve access to basic needs.
- Develop a sense of belonging, responsibility for others, spirituality, and life purpose.
- Encourage a sense of culture and historical roots.

Rather than employing a suspension, one or more of the following supportive strategies may be used and the situation reframed as a learning opportunity, thereby fulfilling a need the student has identified through their behaviour:

- in-school community service
- restorative practice such as peace/community circle
- behaviour contract
- group brainstorming among student, school staff, and parent(s) and/or extended family
- referral to counsellor, social worker, occupational therapist, or other clinical supports

- referral to school or community-based service (in- or out-of-house counselling group, addictions services, anger management, mental health services)
- mentoring
- flexible daily schedule as documented in a student-specific plan
- in-school suspension
- continued learning at a designated off-campus location

Note: The provision of the use of a sensory/regulation space to proactively meet a student's sensory needs and promote self-regulation must follow school division policy, procedures, and the guidelines found in *Safe and Caring Schools: Enhancing Proactive Supports to Minimize the Use of Seclusion* (Manitoba Education, 2021).

Alternative/Off-Campus Locations

Sometimes an alternative/off-campus school location is what the student needs to learn. The shift away from a traditional school environment to classes that have lower enrollment, greater flexibility, and are often more grounded in one-on-one support may be effective for the student. Because of the many variations in off-campus programming, one model is not more effective than another. The most successful model is the one needed by the student at the time.

Students sometimes learn in an alternative or off-campus location to provide the school and family with time to work together to determine the most appropriate programming. This may be short term, a few days or weeks, or it could be longer, depending on the services and structures that are provided by the school division. What is most important is that the student does not experience any interruption in their learning, and that they still feel part of their school and educational community.

Some possibilities include the following:

- an alternative age-appropriate classroom within the school
- a school within a school
- an off-campus program linked to the student's home school
- remote or online learning—supported by professionals from the school division and to be used judiciously

Resources

Manitoba Resources

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Additional Resources

The following resources are provided for information purposes only. Manitoba Education and Early Childhood Learning bears no responsibility for the accuracy or content of the links. Users are responsible for evaluating the content and appropriate use of the information provided.

Addictions Foundation of Manitoba (AFM)

Throughout Manitoba, AFM provides a range of prevention and education services designed and delivered to reduce the demand for, involvement in, and impact of addiction. Services are delivered to all, from youths to adults, in a wide range of settings including schools.

https://afm.mb.ca/programs-and-services/for-youth/

Alternatives to Suspension in Welcoming, Caring, Respectful and Safe Learning Environments. A Toolkit for Alberta School Leaders and Educators by Alberta Teachers' Association

This Alberta Teachers' Association document explores the use of suspension and its alternatives, providing research, questions for reflection, and useful resources for school leaders and teachers. It also promotes discussions about discipline, relationships, and school culture.

https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/School-Leaders/PD-233a%20Alternatives%20to%20Suspension.pdf

Canadian Healthy Schools Alliance

The Canadian Healthy Schools Alliance is a Canada-wide network of organizations promoting health and well-being in school communities to improve learning and student success. *The Canadian Healthy School Standards* (2021) supports system leaders in planning for a whole-school approach.

www.healthyschoolsalliance.ca/ca-healthy-school-standards

Canadian Mental Health Association (CMHA)

CMHA Manitoba and Winnipeg offers a variety of services and educational programming for youths and adults, informed by the CMHA's Framework for Support and recovery model.

https://mbwpg.cmha.ca/

https://mbwpg.cmha.ca/types-programs-services/education/

https://mbwpg.cmha.ca/types-programs-services/youth-services/

Centre for Trauma Informed Practices (CTIP)

CTIP, formerly called *NACTATR: the North American Center for Threat Assessment and Trauma Response,* is committed to high levels of trauma-informed practices. CTIP supports agencies and professionals in developing collaborative multidisciplinary teams that focus on early intervention, prevention, and aftermath strategies for crises, trauma, violence, and conflict. Resources include Violent Risk Threat Assessment (VTRA), Traumatic Event Systems (TES), and online self-paced courses.

www.ctipractices.com

Centre for Youth Crime Prevention (CYCP)

The CYCP offers tools to help police officers, parents, teachers, and other educators inform youth ages 13 to 21 on various crime and victimization topics. The CYCP works to support healthy youth-police relationships and supports the RCMP's strategic priority to reduce youth involvement in crime, both as victims and/or offenders, through outreach and engagement and intervention and diversion.

www.rcmp-grc.gc.ca/en/youth-safety/centre-for-youth-crime-prevention

Center on PBIS: Positive Behavioral Interventions & Supports (PBIS)

The U.S. Department of Education's Office of Special Education Programs (OSEP) supports the implementation and research of PBIS. This model is an evidence-based, three-tiered framework to improve and integrate all of the data, systems, and practices affecting students. School culture is changed to focus on positive behaviour, reducing the need for punishment. It represents a continuum of increasingly intense interventions that correspond to students' needs. The program emphasizes the collaborative development and teaching of clear behavioural expectations and rewarding students for following them rather than waiting for them to misbehave.

www.pbis.org/

Circle of Courage*

The Circle of Courage is a model of positive youth development. This model integrates Indigenous philosophies and contemporary resilience research. The Circle of Courage is based on four universal, holistic needs of all children: belonging, mastery, independence, and generosity. *Reclaiming Youth at Risk* provides research, publications, and training opportunities.

www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/courage_poster.pdf

https://reclaimingyouthatrisk.org/

Collaborative and Proactive Solutions (CPS)

Collaborative and Proactive Solutions (CPS)—Lives in the Balance, founded by Dr. Ross Greene, is the organization that supports the CPS model. CPS fosters collaboration and empathy for all children through non-punitive, non-adversarial, collaborative, proactive alternatives to behavioural challenges. Resources for parents, educators, clinicians, and staff are free on the website. A range of training options and consultative support are available. This is a non-profit organization.

https://livesinthebalance.org/cps-materials-paperwork/

Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL's mission is to help make evidence-based social and emotional learning an integral part of education from preschool through high school. The CASEL framework supports the ability to embed the five core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) through a coordinated, systemic approach.

https://casel.org/

Crisis & Trauma Resource Institute (CTRI)

CTRI provides free resources, workshops, and training on various topics including trauma, mental health, counselling skills, and violence prevention.

https://ctrinstitute.com/

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* The Circle of Courage is a trademarked title registered to Starr Commonwealth and is a positive youth development model that is based on the universal principle that to be emotionally health all youth need a sense of belonging, mastery, independence, and generosity. The copy righted content within this unique model was developed by Starr's 2nd President, Dr. Larry K. Brendtro (Ph.D.), and his colleagues, and it provides the philosophical foundation for Starr Commonwealth's resilience-focused approach to working with children, families, and communities, in addition to the work of Reclaiming Youth International.

Instead of Suspension: Alternative Strategies for Effective School Discipline **by Duke Centre for Child and Family Policy and Duke Family Law**

Three approaches are provided in this report: those that support seek to improve school culture; programs that teach educators better skills in behaviour management and student discipline; and those that change the school responses to student behaviour. These approaches either replace school suspension as a response or offer alternatives.

https://ncjuveniledefender.files.wordpress.com/2015/02/instead-of-suspension-alternative-strategies-for-effective-school-discipline.pdf

KIDTHINK Children`s Mental Health for Children Inc.

KIDTHINK is a mental health treatment centre and outreach program that focuses on child therapy and well-being for children aged 12 and under in Manitoba.

www.kidthink.ca/resources/

Kimochis

Kimochis is a school-based social/emotional learning program designed to give children the knowledge, skills, and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. Appropriate for students in Kindergarten to Grade 5, Kimochis employs the principles found in other social emotional platforms such as CASEL and PBIS.

www.kimochis.com/home/

www.kimochis.com/about/sel-benefits/

Life Space Crisis Intervention (LSCI)

LSCI is a brain-based, trauma-informed relationship-building verbal strategy. It provides a systematic, six-stage process to move from stress and conflict to insight and learning opportunities. LSCI Institute offers staff professional learning to understand the dynamics of conflict and to connect with youth.

www.lsci.org

LivingWorks

LivingWorks is an international suicide intervention training company that offers training programs to meet individual, community, and organizational needs. They focus on a collaborative approach that empowers all members of the community to have a role in building safety networks. Examples of training include Suicide Alertness for Everyone (safeTALK), Applied Suicide Intervention Skills (ASIST), and Training for Trainers (T4T).

www.livingworks.net/

Low Arousal

The Low Arousal approach, developed by Andrew McDonnell and housed at Studio III, is a crisis management strategy that encourages stress reduction and de-escalation that does not include physical restraint. Managing stress is a component for both the person with challenging behaviour and staff. This strategy offers a humanistic approach by encouraging compassion, understanding, and empathy.

www.studio3.org/training-and-coaching

Non-violent Crisis Intervention (NCI)

NCI training provides staff with behavioural management skills for preventing, de-escalating, and debriefing challenging behaviours. According to the Crisis Prevention Institute (CPI), this training is designed to help reduce the need for and use of restraint and seclusion.

www.crisisprevention.com/

Pan-Canadian Joint Consortium for School Health (JCSH)

JCSH was established by provincial, territorial, and federal governments in 2005 as a means of bringing together education and health systems across the country. The goal is to combine the strengths of each system for the wellness and achievement of children and youth in a school setting. There are 25 ministries/departments and agencies represented.

www.jcsh-cces.ca/

PREVNet: Promoting Relationships & Eliminating Violence Network

PREVNet is a national network of leading researchers and organizations working together to stop bullying and dating violence among youth in Canada. They are partners with the Canadian Safe School Network, among many other organizations.

www.prevnet.ca/

Blueprint for Action: Preventing Substance-Related Harms among Youth through a Comprehensive School Health Approach by Public Health Agency of Canada (PHAC)

This resource is intended for those working within the education system and community organizations that support youth. The *Blueprint for Action* provides a model integrated into the Comprehensive School Health framework with four overlapping, evidence-based approaches for addressing substance use issues.

https://www.canada.ca/en/public-health/services/publications/healthy-living/blueprint-for-action-preventing-substance-related-harms-youth-comprehensive-school-health.htm

Public Health Agency of Canada: Canadian Best Practices Portal

The Canadian Best Practices Portal includes three types of interventions: Best Practices, Promising Practices, and Aboriginal Ways Tried and True. These resources provide Canadian and international information to help plan public health programs in order to prevent violence that impacts all members of the community.

https://cbpp-pcpe.phac-aspc.gc.ca

Resources for Preventing Substance Use and Related Harms among Youth by Public Health Agency of Canada

The PHAC provides resources that members of school communities can use to enhance students' well-being and to prevent substance-related harms among youth.

www.canada.ca/en/public-health/services/beyond-health-education-preventing-substance-use-enhancing-students-well-being.html

Resource Assistance for Youth, Inc. (RaY)

RaY is a youth-centred agency that supports youth and empowers disconnected youth to age 29 through a broad range of services and programs through an integrated program delivery model based on needs identified by youth.

https://rayinc.ca

Real Restitution®

Restitution is a philosophy of discipline created by Dianne Gossen and based on Dr. William Glasser's control theory principles. Restitution helps students develop self-discipline and helps staff become better managers and mentors. Restitution builds on skills of problem solving, creativity, collaboration, and communication.

https://realrestitution.com/

Re-entry Approach

There are a number of sample scripts or suggested conversation categories that can be used with students when planning for their return to school following a suspension.

Winslade and Williams (2017) view the return to school after a suspension as an opportunity to learn more about the student and for the student to learn from the suspension. They suggest a template for re-entry conversations that follows a narrative therapy conceptualization where, through a series of questions, students are led to explore how their actions were part of a larger picture. This process expresses genuine curiosity about the student's thinking to understand the situation. These questions open conversations to better understand the student's values/beliefs and to plan for their inclusion following suspension (Winslade et al., 2017).

Resilience Research Centre (RRC)

The Resilience Research Centre, hosted by Dalhousie University, is led by Dr. Michael Under. The centre provides tools, training and research. The RRC views resilience from a socio-ecological approach.

https://resilienceresearch.org/

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools: A Guide for Educators by Advancement Project

This toolkit focuses on strategies to build healthy relationships between students and adults in educational settings. This approach allows individuals to learn from their mistakes and make amends. The toolkit helps illustrate how to integrate the restorative strategies into classrooms, curriculum, and the culture of schools.

https://advancementproject.org/resources/restorative-practices-fostering-healthy-relationships-promoting-positive-discipline-in-schools/

Substance Abuse and Mental Health Services Administration (SAMHSA)

SAMHSA is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance behavioural health. SAMHSA offers information, training, and research in evidence-based practices.

www.samhsa.gov/

School Threat Assessment

School Threat Assessment provides training and consultation in school-based threat assessment for agencies servicing youth. The model is based on work by Dewey Cornell, University of Virginia, and a team of educators and researchers in 2001. Training and workshops support school teams using the Comprehensive School Threat Assessment Guidelines (CSTAG).

www.schoolta.com/

Sources of Strength (SOS)

The SOS model is a universal suicide prevention program designed to build socio-ecological protective influences around youth and to reduce the likelihood that vulnerable youth/young adults will become suicidal. The mission is to provide the highest quality evidence-based prevention for suicide, violence, bullying, and substance abuse by training, supporting, and empowering both peer leaders and caring adults. SOS uses a Train the Trainer (T4T) model in its delivery and certification.

https://sourcesofstrength.org/

The Link (Formerly Macdonald Youth Services)

The Link provides a range of community-based services for youth under the age of 18 and families. The Link has an Indigenous Initiatives team that works across the organization, connecting youth to the practices central to the healing journey for Indigenous families and critical to a child's identify formation and sense of belonging.

https://thelinkmb.ca/services/

The MEHRIT Centre *(Shanker Self-Reg)*

The MEHRIT Centre (TMC) offers various professional learning series for individuals and teams. Dr. Stuart Shanker's Self-Reg framework presents a model of five integrated complex domains of self-regulation: biological, emotional, cognitive, social, and prosocial. The five key practices provide key understandings to supporting and responding to behavioural, emotional, and social problems.

https://self-reg.ca/self-reg/

WEVAS® Working Effectively with Violent and Aggressive States

WEVAS uses the concept of psychological states of being: optimal (competent) state or problem (anxious, agitated, aggressive, assaultive) state. It teaches differentiated communication strategies that are specific to match these states with the goal of returning to one's competent state. In addition to training sessions, WEVAS offers a Train the Trainer model.

www.wevas.ca/

Zones of Regulation

The Zones of Regulation concept, created by Leah Kuypers, offers training, webinars, workshops, materials, and consultation to foster and support self-regulation and emotional control using core materials for both school-wide, classroom, and/or student-specific implementation.

www.zonesofregulation.com/index.html

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