

WELL-BEING STRATEGY (2019-2021)

The purpose of the Well-Being Strategy is to guide our work towards meeting the cognitive, emotional, social, physical and spiritual needs of all WCDSB students and staff, and to ensure all feel a deep sense of belonging in a Catholic faith-learning community where they are nourished to become builders of the local and global community.

GOAL	Safe Schools	Mental Health and Wellness	Healthy Schools (HS)	Equity and Inclusion	Key Performance Indicators
<p>Board:</p> <p>Students and staff feel a sense of belonging and inclusion in their learning community.</p> <p>Pastoral Plan: (Belonging)</p>	<p>Expand <i>The Umbrella Project</i> and <i>Restorative Justice Practices</i> (or other programs readily available)</p> <p>Implement and track responses to School Climate surveys</p> <p>Improve wrap-around student support model through enhanced community involvement and the Alternative to Suspension Program</p>	<p>All schools are using the Leading Mentally Healthy Schools toolkit to build a positive school culture.</p> <p>Pro-social and socio-emotional skills are specifically promoted across all grades in age-appropriate ways.</p> <p>School-specific initiatives are driven as a collaboration between staff, students and parent/caregivers.</p> <p>Secondary student focus groups used to inform the Mental Health and Wellness Plan</p> <p>All students have a caring adult in the school community and at least one person who looks forward to their arrival</p>	<p>Schools offer extracurricular activities that promote physical activity and inclusivity</p> <p>School wide initiatives promote Healthy Active Living</p> <p>Opportunities exist for student, staff and parent voice in regard to Healthy Schools (e.g., Healthy School Team)</p>	<p>Prayer/liturgy are inclusive of students of other faith traditions or spiritualities when possible or as appropriate</p> <p>Through educator use of Culturally Relevant and Responsive Pedagogy (CRRP), students from diverse backgrounds see themselves reflected in the curriculum and school environment</p> <p>Voluntary self-identification data for Indigenous students is collected and used to provide supportive programming</p> <p>Recognize occasions of significance for diverse groups of students</p> <p>New building projects or renovations use principles of inclusive design</p>	<p>Transition Survey & School Climate Resiliency and MYSP Survey data indicates a year over year upward trend of students and staff who express a positive sense of belonging</p> <p>Decrease in high student absenteeism rates year over year</p> <p>Decline in suspension recidivism rates K-12</p> <p>Decrease in number of student lates and time away from class</p> <p>Increase in club, team, intramural participation as well as student run initiatives such as Cookies 'n' Cram</p>
<p>St. David:</p>	<p>Expand the Umbrella project to all grades with a continued focus on Grade 9 and Grade 10 empathy skills</p> <p>LINK leaders and transition work with Grade 9's to increase positive attitude and safety awareness in high school</p>	<p>Collaboration between SW, SAC, LINK for wellness week, Random Acts of Kindness promotion, Relay for Life cancer awareness</p>	<p>School wide initiatives that promote Healthy Active Living – Relay for Life, Fitness Feeds Community,</p> <p>Wide range of extracurricular activities that promote the diversity of Celtics – intramurals, Celtics on Broadway, clubs, teams</p>	<p>Monthly library displays related to themes and important events – orange shirt day (indigenous day); black heritage month, special month origins</p> <p>ESL Hub creation and expansion project, International Certificate Program, ESL links through world map.</p>	

When published, include preamble about monitoring reporting schedule

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<p>Board:</p> <p>Students have equitable access to learning opportunities</p> <p>Pastoral Plan: (Becoming)</p>	<p>Supervised Alternative Learning Programming is responsive to student academic, social and emotional needs</p> <p>Strengthen and leverage community partnerships</p> <p>Provide professional development on how we know the learner</p> <p>Restorative Practices are fostered as part of a progressive discipline strategy</p>	<p>Strengthen and leverage community partnerships</p> <p>Resiliency programming through the on-line modules for educators</p> <p>Each school has an attendance strategy and planned response for chronically absent students. Individual intervention is planned and implemented.</p>	<p>The Ontario Health and Physical Curriculum is fully implemented with at least 80 mins/week of physical education for all elementary classes</p> <p>Physical and health education opportunities are inclusive to all students</p> <p>As per PPM 138, all classrooms have allotted 20 minutes of DPA on classroom timetables on days where no Physical Education takes place</p> <p>Where appropriate, students have access to Nutrition for Learning in schools</p>	<p>Identity data will be collected and reports generated to measure how well we are serving staff and students</p> <p>Provide professional development on how we <i>know the learner</i></p> <p>Track resource requests for CRRP and Indigenous perspectives</p>	<p>Increase in specific student outcomes (credit accumulation, report card achievement) based on demographic or identity data</p> <p>Staff feedback from PD with equity focus is positive.</p>	On-going
<p>St. David</p>	<p>Wraparound support of adults at school which include Guidance, Admin, SST, Spec. Ed., Social Work, Child and Youth Care Worker, Chaplain, classroom teacher</p> <p>Groups through – SW, CYCW and Guidance</p>	<p>Continued implementation of the Umbrella project to teach well-being skills</p> <p>Mental Wellness initiatives surrounding Bell Let's Talk, grab'n'go breakfast, guest speakers, meditation in the chapel, yoga and other initiatives to de-stress our lives and reflect on our own wellness.</p> <p>Hosting Relay for Life to bring awareness and student voice to our Student initiatives</p> <p>Renewed emphasis on CAP-Celtics Attendance Program for Junior grades to support transition and decision making.</p>	<p>Provide opportunities to model healthy active living through initiatives such as the Together Table for healthy eating and breaking bread together; Grab'n'go breakfast to encourage a healthy start to the day; Try It grant for new games in intramurals</p> <p>Community partnership with Waterloo Fire and others to host a 2nd Fitness Feeds the Community to support Foodbank and healthy choices</p>	<p>Model inclusion through hosting Basketball Special Olympics and encouraging volunteerism through the leadership class and student/staff outreach to draft an athlete</p>	<p>Increase in credit accumulation towards increased grad rate</p> <p>More staff knowledge on knowing our students as evidenced through their application of executive functioning PD materials</p> <p>Improved student ability to manage well-being as indicated by a decrease referral to CYCW</p>	

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<p>Board:</p> <p>Building a culture of well-being that supports success for all in the WCDSB community</p> <p>Pastoral Plan: (Building)</p>	<p>Staff engagement in the safe school debrief</p> <p>Staff engagement in violent incident reporting</p>	<p>Build staff capacity via Lifelong Learning Series Mental Health events, SafeTALK, PD day sessions, etc.</p> <p>Provide opportunities for staff and students to engage in mental health sessions presented within schools and classrooms</p> <p>Promote daily practice of healthy self-care skills as a "good-for-all" strategy for staff and students.</p> <p>Equip staff and students to be able to navigate to appropriate mental health supports if needed (i.e. EAP, community services)</p> <p>Promote trauma-informed schools through presentations and education for staff.</p> <p>Promote practices that can help build a positive culture and healthy staff relationships</p> <p>Recognize and celebrate accomplishments/ contributions of staff</p>	<p>Schools utilize partnerships and resources to build and promote a healthy environment that is rooted in the well-being of students and staff. (Physical, Social, Emotional, Cognitive)</p> <p>Support NTIP programming for well-being of staff & students</p> <p>School wide healthy food and beverage compliance as per APH 021</p>	<p>Use identity data to shape programming for diverse groups</p> <p>Program planning includes the use of an equity lens (Who is not present? Who is not represented?)</p> <p>Strengthen and leverage community partners who support diverse groups</p> <p>Leadership development and mentorship practices include strategies to ensure respectful and bias-aware models of decision-making</p>	<p>Survey results indicate increasing positive trend in staff, student and parent perception of school and/or organizational culture and well-being</p> <p>Decrease in average rate of staff absenteeism year over year</p>	Annually
<p>St. David</p>	<p>Staff engagement and awareness in safe schools procedures and workplace violent incident reporting and debriefing</p> <p>Build staff capacity with Restorative Justice training, mental wellness events and professional development opportunities.</p>	<p>Build positive school culture thru the weekly themes within the This and That and focus questions.</p> <p>Continue to celebrate accomplishments of staff and students with pop up celebrations (ice cream events)</p> <p>Provide staff the opportunity to participate in mental health sessions at school</p>	<p>Outreach to our community partners to support healthy schools initiatives such as Fitness Feeds the Community, Relay for Life, Outers trips in physical education classes</p>	<p>Continued support of new students through transition programming with LINK crew, Student council, outreach to elementary schools, Headstart, Grade 7 and 8 day as well as weekday invites for matinee performances in the arts.</p>	<p>Increase in staff participation in community events</p> <p>Increase in staff participation in weekly focus questions</p> <p>Increase in overall student achievement towards graduation</p>	

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