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.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Safe Schools</th>
<th>Mental Health and Wellness</th>
<th>Healthy Schools (HS)</th>
<th>Equity and Inclusion</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and staff feel a sense of belonging and inclusion in their learning community</td>
<td>Expand The Umbrella Project and Restorative Justice Practices (or other programs readily available)</td>
<td>All schools are using the Leading Mentally Healthy Schools toolkit to build a positive school culture.</td>
<td>Students offer extracurricular activities that promote physical activity and inclusivity.</td>
<td>Project/programs are inclusive of students of other faith traditions or spiritualities when possible or as appropriate.</td>
<td>Transition Survey &amp; 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</td>
</tr>
<tr>
<td>Pastoral Plan: (Belonging)</td>
<td>Pro-social and socio-emotional skills are specifically promoted across all grades in age-appropriate ways.</td>
<td>School-wide initiatives promote Healthy Active Living</td>
<td>Schools offer extracurricular activities that promote physical activity and inclusivity.</td>
<td>Through educator use of Culturally Relevant and Responsive Pedagogy (CRRP), students from diverse backgrounds see themselves reflected in the curriculum and school environment.</td>
<td>Decrease in high student absenteeism rates year over year</td>
</tr>
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<td></td>
<td>Implement and track responses to School Climate surveys</td>
<td>School-specific initiatives are driven as a collaboration between staff, students and parent/caregivers.</td>
<td>Secondary student focus groups used to inform the Mental Health and Wellness Plan.</td>
<td>Voluntary self-identification data for Indigenous students is collected and used to provide supportive programming.</td>
<td>Decline in suspension recidivism rates K-12</td>
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<td>Improve wrap-around student support model through enhanced community involvement and the Alternative to Suspension Program</td>
<td>All students have a caring adult in the school community and at least one person who looks forward to their arrival</td>
<td>All students are using the Leading Mentally Healthy Schools toolkit to build a positive school culture.</td>
<td>Recognize occasions of significance for diverse groups of students.</td>
<td></td>
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<td>Project/programs are inclusive of students of other faith traditions or spiritualities when possible or as appropriate.</td>
<td>Project/programs are inclusive of students of other faith traditions or spiritualities when possible or as appropriate.</td>
<td>New building projects or renovations use principles of inclusive design.</td>
<td></td>
</tr>
</tbody>
</table>

2019 CALLED TO BELONG
Students have equitable access to learning opportunities

Pastoral Plan: (Becoming)

- Strengthen and leverage community partnerships
- Provide professional development on how we know the learner
- Restorative Practices are fostered as part of a progressive discipline strategy

Key Performance Indicators

- Identity data will be collected and reports generated to measure how well we are serving staff and students
- Staff feedback from PD with equity focus is positive

2020
GATHERED TO BECOME

Goal
- Safe Schools
- Mental Health and Wellness
- Healthy Schools (HS)
- Equity and Inclusion

Key Performance Indicators

- Students have equitable access to learning opportunities
- Pastoral Plan: (Becoming)
- Strengthen and leverage community partnerships
- Provide professional development on how we know the learner
- Restorative Practices are fostered as part of a progressive discipline strategy
- The Ontario Health and Physical Curriculum is fully implemented with at least 80 mins/week of physical education for all elementary classes
- Physical and health education opportunities are inclusive to all students
- As per PPM 138, all classrooms have allotted 20 minutes of DPA on classroom timetables on days where no Physical Education takes place
- Where appropriate, students have access to Nutrition for Learning in schools
- Students have equitable access to learning opportunities
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Increase in specific student outcomes (credit accumulation, report card achievement) based on demographic or identity data
Safe Schools

Pastoral Plan: (Building)

- Staff engagement in the safe school debrief
- Staff engagement in violent incident reporting

Mental Health and Wellness

- Build staff capacity via Lifelong Learning Series Mental Health events, SafeTALK, PD day sessions, etc.
- Provide opportunities for staff and students to engage in mental health sessions presented within schools and classrooms
- Promote daily practice of healthy self-care skills as a “good-for-all” strategy for staff and students.
- Equip staff and students to be able to navigate to appropriate mental health supports if needed (i.e. EAP, community services)
- Promote trauma-informed schools through presentations and education for staff
- Promote practices that can help build a positive culture and healthy staff relationships
- Recognize and celebrate accomplishments/contributions of staff

Healthy Schools (HS)

- Schools utilize partnerships and resources to build and promote a healthy environment that is rooted in the well-being of students and staff.
- Support NTIP programming for well-being of staff & students
- School-wide healthy food and beverage compliance as per APH 021

Equity and Inclusion

- Use identity data to shape programming for diverse groups
- Program planning includes the use of an equity lens (Who is not present? Who is not represented?)
- Strengthen and leverage community partners who support diverse groups
- Leadership development and mentorship practices include strategies to ensure respectful and bias-aware models of decision-making

Key Performance Indicators

- Survey results indicate increasing positive trend in staff, student and parent perception of school and/or organizational culture and well-being
- Decrease in average rate of staff absenteeism year over year