# Well-Being Plan

**Living In Faith**

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## 2019-2021
# Well-Being Strategy

*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.*

**Waterloo Catholic District School Board**
Quality, Inclusive, Faith Based Education

**CALLED TO BELONG**

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

GATHERED TO BECOME

SENT TO BUILD

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| Students have equitable access to learning opportunities | Supervised Alternative Learning Programming is responsive to student academic, social and emotional needs<br><br>Strengthen and leverage community partnerships<br><br>Provide professional development on how we know the learner<br><br>Restorative Practices are fostered as part of a progressive discipline strategy | Strengthen and leverage community partnerships<br><br>Middle Development Inventory programming through the on-line modules for educators<br><br>Each school has an attendance strategy and planned response for chronically absent students. Individual second intervention is planned and implemented. (as per APC009 Elementary Attendance, APC048 Secondary Attendance) | The Ontario Health and Physical Curriculum is fully implemented with at least 80 mins/week of physical education for all elementary classes<br><br>Physical and health education opportunities are inclusive to all students<br><br>As per PPM 138, all classrooms have allotted 20 minutes of DPA on classroom timetables on days where no Physical Education takes place<br><br>Where appropriate, students have access to Nutrition for Learning in schools | Identity data will be collected and reports generated to measure how well we are serving staff and students<br><br>Provide professional development on how we know the learner<br><br>Track resource requests for CRRP and Indigenous perspectives | Increase in specific student outcomes (credit accumulation, report card achievement) based on demographic or identity data<br><br>Staff feedback from PD with equity focus is positive. |

CALLED TO BELONG

GATHERED TO BECOME

SENT TO BUILD

Goal, Safe Schools, Mental Health and Wellness, Healthy Schools (HS), Equity and Inclusion, Key Performance Indicators. Left side has decorative text "CALLED TO BELONG", "GATHERED TO BECOME", "SENT TO BUILD".

CALLED TO BELONG

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| Goal | Safe Schools | Mental Health and Wellness | Healthy Schools (HS) | Equity and Inclusion | Key Performance Indicators |
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| Building a culture of well-being that supports success for all in the WCDSB community | Staff engagement in safe school follow up<br><br>Staff engagement in workplace violent incident reporting/debrief<br><br>Safe School Ambassador Program established in each Secondary School to empower students to increase a climate of safety of well-being<br><br>Restorative Practices are fostered as part of a progressive discipline strategy<br><br>Implementation of "Check Your Bias: An Educator Resource" to support the consideration of mitigating circumstances when dealing with progressive discipline issues | Build staff capacity via professional development opportunities, Mental Health events, SafeTALK, PD day sessions, etc.<br><br>Provide opportunities for staff and students to engage in mental health sessions presented within schools and classrooms. Intentional focus on resiliency and becoming trauma informed.<br><br>Promote daily practice of healthy self-care skills as a "good-for-all" strategy for staff and students through the robust implementation of the SMHA resources.<br><br>Equip staff and students to be able to navigate to appropriate mental health supports if needed (i.e. EAP, community services)<br><br>Promote trauma-informed schools through presentations and education for staff.<br><br>Promote practices that can help build a positive culture and healthy staff relationships<br><br>Recognize and celebrate accomplishments/contributions of staff | Transforming Equity, Diversity and Inclusion theory into practice in the classroom.<br><br>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)<br><br>Support NTIP programming for well-being of staff & students<br><br>School wide healthy food and beverage compliance as per APH 021 | Use identity data to shape programming for diverse groups<br><br>Program planning includes the use of an equity lens (Who is not present? Who is not represented?)<br><br>Strengthen and leverage community partners who support diverse groups<br><br>Leadership development and mentorship practices include strategies to ensure respectful and bias-aware models of decision-making<br><br>Track resource requests for CRRP and Indigenous perspectives<br><br>Build student voice around Equity, Diversity, and Inclusion (EDI). | Survey results indicate increasing positive trend in staff, student and parent perception of school and/or organizational culture and well-being<br><br>Decrease in average rate of staff absenteeism year over year<br><br>Increase in specific student outcomes (credit accumulation, report card achievement) based on demographic or identity data<br><br>Staff feedback from PD with equity focus is positive. |