Waterloo Catholic District Schools

Well-Being Plan
Holy Spirit Catholic Elementary School 2019/2020

Living In Faith
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.
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<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>
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<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). Implement and track responses to School Climate surveys. Improve wrap-around student support model through enhanced community involvement and the Alternative Suspension Program.</td>
<td>All schools are using the Leading Mentally Healthy Schools toolkit to build a positive school culture. Pro-social and socio-emotional skills are specifically promoted across all grades in age-appropriate ways. School-specific initiatives are driven as a collaboration between staff, students, and parent/caregivers. Secondary student focus groups used to inform the Mental Health and Wellness Plan. All students have a caring adult in the school community and at least one person who looks forward to their arrival.</td>
<td>Schools offer extracurricular activities that promote physical activity and inclusivity. School-wide initiatives promote Healthy Active Living. Opportunities exist for student, staff, and parent voice in regard to Healthy Schools (e.g., Healthy School Team).</td>
<td>Prayer/liturgy are inclusive of students of other faith traditions or spiritualities when possible or as appropriate. Through educator use of Culturally Relevant and Responsive Pedagogy (CRRP), students from diverse backgrounds see themselves reflected in the curriculum and school environment. Voluntary self-identification data for Indigenous students is collected and used to provide supportive programming. Recognize occasions of significance for diverse groups of students. New building projects or renovations use principles of inclusive design.</td>
<td>Transition Survey &amp; School Climate Resiliency and MYSF Survey data indicates a year over year upward trend of students and staff who express a positive sense of belonging. Decrease in high student absenteeism rate year over year. Decline in suspension recidivism rates X-12.</td>
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### Safe Schools
- Expand The Umbrella Project and Restorative Justice Practices (or other programs readily available)
  - umbrella project implementation (Year 1)
- Area in each class dedicated to the umbrella project (umbrella cutout)
- Monthly celebrations, integrated with liturgical celebrations
- Certificates for students who exemplify the skill for that month with the idea every student will receive a certificate by the end of the year.

### Mental Health and Wellness
- School-specific initiatives are driven as a collaboration between staff, students and parent/caregivers
  - Social Worker involved (Boys Group and Girls Group)
  - Mental Health Team (School Social Worker, Teacher, Student Leadership Team)
  - Restorative Justice (Jennifer Ertel, staff)
  - Mental Health Presentation for Staff-School Mental Health Ontario
  - Bell Let’s Talk Day (Mental Health Team, Activities created)
  - Mental Health Week (Mental Health Team, Activities created)

### Healthy Schools (HS)
- School wide initiatives promote Healthy Active Living
  - Nutrition for Learning
  - OPHEA Certification
  - FITGO
  - The Big Crunch (apple)
  - Intramural Activities
  - Sports Teams (3 pitch, volleyball, basketball, soccer, badminton, X cross country, track and field, flag football, ballroom dancing, ultimate frisbee, folk dancing)
  - School Events (Terry Fox Run, Jump Rope for Heart, Dance-a-Thon, Eco Teams)
  - Supportive Environment (Bike and Scooter Racks, Don’t Walk in the Hallway Decals, greening initiatives, natural playground/structures)
  - All classes participate in either Shades Mills/Laurel Creek trip
  - Conestoga Students (N3QQ3)

### Equity and Inclusion
- Through educator use of Culturally Relevant and Responsive Pedagogy (CRRP), students from diverse backgrounds see themselves reflected in the curriculum and school environment
  - John Howard Society (Building Social Competencies- Gr. 1)
  - Chris DeSouza (Human Rights, Respect and Inclusion, Anti-Bullying)
  - We Day (Water Carrying)
  - Umbrella Project
  - NET Ministries of Canada

### Key Performance Indicators
- 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
- Decrease in high student absenteeism rates year over year
- Decline in suspension recidivism rates K-12
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<td>Students have equitable access to learning opportunities</td>
<td>Supervised Alternative Learning Programming is responsive to student academic, social and emotional needs</td>
<td>Strengthen and leverage community partnerships</td>
<td>The Ontario Health and Physical Curriculum is fully implemented with at least 80 min/week of physical education for all elementary classes</td>
<td>Identity data will be collected and reports generated to measure how well we are serving staff and students</td>
<td>Increase in specific student outcomes (credit accumulation, report card achievement) based on demographic or identity data</td>
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<td>Strength and leverage community partnerships</td>
<td>Middle Development Inventory programming through the on-line modules for educators</td>
<td>Physical and health education opportunities are inclusive to all students</td>
<td>Provide professional development on how we know the learner</td>
<td>Staff feedback from PD with equity focus is positive</td>
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<td>Strength and leverage community partnerships</td>
<td>Each school has an attendance strategy and planned response for chronically absent students. Individual second intervention is planned and implemented. (as per APCO09 Elementary Attendance, APCO10 Secondary Attendance)</td>
<td>As per PPM 138, all classrooms have allotted 20 minutes of DPA on classroom timetables on days where no Physical Education takes place</td>
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<td>Restorative Practices are fostered as part of a progressive discipline strategy</td>
<td>Where appropriate, students have access to Nutrition for Learning in schools</td>
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**Note:**
- APC09 and APC010 refer to the Attendance Policy and Procedure for Elementary and Secondary Schools, respectively.
- PPM 138 refers to the Physical Education Policy for Students with Special Education Needs.
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<td>Building a culture of well-being that supports success for all in the WCDSB community</td>
<td>Staff engagement in safe school follow up</td>
<td>Build staff capacity via professional development opportunities, Mental Health events, SafeTALK, PD day sessions, etc.</td>
<td>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)</td>
<td>Use identity data to shape programming for diverse groups</td>
<td>Survey results indicate increasing positive trend in staff, student and parent perception of school and/or organizational culture and well-being</td>
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<td>Staff engagement in workplace violent incident reporting/debrief</td>
<td>Provide opportunities for staff and students to engage in mental health sessions presented within schools and classrooms</td>
<td>Support NTIP programming for well-being of staff &amp; students</td>
<td>Program planning includes the use of an equity lens (Who is not present? Who is not represented?)</td>
<td>Decrease in average rate of staff absenteeism year over year</td>
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<td>Promote daily practice of healthy self-care skills as a “good-for-all” strategy for staff and students</td>
<td>School wide healthy food and beverage compliance as per APH 021</td>
<td>Strengthen and leverage community partners who support diverse groups</td>
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<td>Equip staff and students to be able to navigate to appropriate mental health supports if needed (i.e. EAP, community services)</td>
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<td>Leadership development and mentorship practices include strategies to ensure respectful and bias-aware models of decision-making</td>
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<td>Promote trauma-informed schools through presentations and education for staff</td>
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