

**Waterloo Catholic District Schools**

# **Well-Being Plan**

**St. Mark Catholic School**

**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.*

**Waterloo Catholic District School Board**

**Quality · Inclusive · Faith-Based Education**

**Waterloo Catholic District School Board  
CALLED TO BELONG**

Goal	Safe Schools	Mental Health and Wellness	Healthy Schools (HS)	Equity and Inclusion	Key Performance Indicators
<p>Students and staff feel a sense of belonging and inclusion in their learning community</p>	<p>Expand the Umbrella Project and Restorative Justice Practices (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 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 socioemotional 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 extra-curricular activities that promote physical activity &amp; 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 &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</p> <p>Decrease in high student absenteeism rates year over year</p> <p>Decline in suspension recidivism rates K-12</p>

**St. Mark Catholic School Well-Being Plan  
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Goal	Safe Schools	Mental Health and Wellness	Healthy Schools (HS)	Equity and Inclusion	Key Performance Indicators
<p>Students and staff feel a sense of belonging and inclusion in their learning community</p>	<p>Development of Student Behavioural Expectations and Guidelines</p> <p>Implementation of previous tracking system regarding student incidents</p> <p>Development of new tracking system to include the school's response</p> <p>Introduce the Umbrella Project to staff and students (Year 1)</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>Focus on peer relationships through opportunities provided at the school (e.g. extra-curriculars, events)</p> <p>Mental Health workshops provided for intermediate students with topics such as, anxiety, self-esteem, personal hygiene, coping strategies, etc. (Student Success Teacher)</p> <p>Implementation of the Go Girls Program (Big Brothers &amp; Sisters of WR)</p> <p>Resistor Case Workshop for intermediate students (UW); reduce screen time</p>	<p>A variety of extra-curricular activities are provided to promote physical activity and inclusivity (e.g. sports, intramurals, running club, track &amp; field)</p> <p>Continued implementation of our Intramural Program offered to students over a wide age range and includes a variety of activities</p> <p>Continued early stage of implementation of our Healthy Schools Team involving staff and parents</p> <p>Continued implementation of ECO Schools initiatives with the goal of a gold certification</p>	<p>Implementation of an LGBTQ2 Club at St. Mark School; Presentation by students in the LGBTQ2 Club to grade 6-8 students and staff</p> <p>Involvement of the K-12 Indigenous Support Teacher regarding indigenous cultural practices</p> <p>Prayer and Liturgies are inclusive of students of other faith traditions or spiritualities especially in lite of an increasing non-Catholic student population</p>	<p>School Climate Survey data</p> <p>Decrease in student absenteeism</p> <p>Decline in Student Incident Reports and Suspensions</p> <p>Non-Catholic Admission requests</p> <p>Student achievement data</p> <p>Decrease in the number of referrals</p> <p>ECO Schools Certification</p>

**Waterloo Catholic District School Board  
GATHERED TO BECOME**

Goal	Safe Schools	Mental Health and Wellness	Healthy Schools (HS)	Equity and Inclusion	Key Performance Indicators
<p>Students have equitable access to learning opportunities</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>Middle Development Inventory programming through the on-line modules for educators</p> <p>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)</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 know the learner</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>

**St. Mark Catholic School Well-Being Plan**  
**GATHERED TO BECOME**

Goal	Safe Schools	Mental Health and Wellness	Healthy Schools (HS)	Equity and Inclusion	Key Performance Indicators
<p>Students have equitable access to learning opportunities</p>	<p>Implementation of our new Student Incident Forms for tracking student behaviour</p> <p>Full implementation of our Student Behavioural Expectations 2019-2020</p> <p>Continued implementation and development of the Umbrella Project</p>	<p>Focus on peer relationships through opportunities provided at the school (e.g. extra-curriculars, events)</p> <p>Mental Health workshops provided for intermediate students with topics such as, anxiety, self-esteem, personal hygiene, coping strategies, etc. (Student Success Teacher)</p> <p>Implementation of the Go Girls Program (Big Brothers &amp; Sisters of WR)</p> <p>Girls' &amp; Boys' Groups being offered by the CYCW e.g. arts, games, social skills, making friends</p> <p>Zones of Regulation in some classes (e.g. Gr. 3-4, FDK)</p>	<p>Ontario HPE curriculum is fully implemented for 80 minutes per week of PE</p> <p>All classrooms have allotted 20-minute blocks of DPA 3 times per week</p> <p>Students have access to nutritional food provided by the school as needed (Spirit Day)</p> <p>Continued implementation of our Intramural Program and variety of extra-curricular activities</p> <p>Further development and implementation of our Healthy Schools Team</p> <p>Continued implementation of ECO Schools initiatives with the goal of a gold certification</p>	<p>Involvement of the K-12 Indigenous Support Teacher regarding indigenous cultural practices</p> <p>Prayer and Liturgies are inclusive of students of other faith traditions or spiritualities especially in light of an increasing non-Catholic student population</p> <p>Fundraiser Project 2 planning &amp; decision-making reflects diverse range of voices from the school (e.g. parents, staff, students)</p>	<p>School Climate Survey data</p> <p>Decrease in student absenteeism</p> <p>Decline in Student Incident Reports and Suspensions</p> <p>Non-Catholic Admission requests</p> <p>Student achievement data</p> <p>Decrease in the number of referrals</p> <p>Class Timetables</p> <p>Fundraiser Project 2 (e.g. 4-year project)</p> <p>ECO Schools Certification</p>

**Waterloo Catholic District School Board  
SENT TO BUILD**

Goal	Safe Schools	Mental Health and Wellness	Healthy Schools (HS)	Equity and Inclusion	Key Performance Indicators
<p>Building a culture of well-being that supports success for all in the WCDSB community</p>	<p>Staff engagement in safe school follow up</p> <p>Staff engagement in workplace violent incident reporting/debrief</p>	<p>Build staff capacity via professional development opportunities, Mental Health events, Safe-TALK, 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>Schools utilize partnerships and resources to build and promote a healthy environment that is rooted in the wellbeing of students and staff. (Physical, Social, Emotional, Cognitive)</p> <p>Support NTIP programming for wellbeing of staff &amp; 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>

		Promote practices that can help build a positive culture and healthy staff relationships Recognize and celebrate accomplishments/ contributions of staff			
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Building a culture of well-being that supports success for all in the WCDSB community					