

## WELLNESS FOCUS

**Every school will provide a caring, healthy, safe and inclusive learning and working environment for students, staff and community.**

| Outcomes  | Strategies   | Indicators  | Data Collection   |
|---|--|---|---|
| <b>Students will feel safe and cared for in their school.</b>   | Develop strategies and structures that intentionally connect all students to each other and to the school.   | Student self-reports, identifying to classroom teachers a feeling of belonging.                     | School-wide survey (OURSchool-Tell Them From Me).                       |
|   | Identify and work with students that are struggling with their sense of belonging and connection.  | Decrease in student suspensions.  | Individual and school-wide attendance data/patterns.                    |
|   | Identified school staff will be trained in Level 1 Threat Assessment.  | Visitors and families feel welcome.   | Number of students suspensions.   |
|   | Staff will model respectful and collaborative behaviour.   | Completion of Level 1 Threat Assessment training.   | Observations and anecdotal reports.                                     |
|   | Presence of school-based programs or clubs targeting belonging.  | Positive atmosphere in the school.  |   |
| <b>Each school community will provide an environment of mental, emotional, social and physical wellness in which students and staff thrive.</b> | All schools, with student and parental involvement, will implement policies, programs and activities that support healthy lifestyles, healthy schools and communities, and healthy eating. | Evidence of Health and wellness plan implementation.  | Teacher monitoring.   |
|   |  | Students will have an increased sense of belonging as they develop a strong connection to the land. | Number of schools offering land-based education programs / programming. |
|   | Use of land-based learning opportunities across the curriculum.  | Number of students, family and community members involved in training.                              | Observations and anecdotal reports.                                     |
|   | Schools will offer mental health literacy training for family and community members.   | Evidence of Healthy Foods Policy being followed.  | Number of parents volunteering / participating in school.               |
|   | Students will learn how to foster and maintain positive mental health, and how to seek help effectively when needed.   | Staff and students will openly discuss mental health and mental wellness issues.                    | Attendance.   |

## WELLNESS FOCUS Continued

| Outcomes   | Strategies  | Indicators  | Data Collection   |
|--|---|---|---|
| <b>Students and staff will experience positive mental health throughout the school year.</b> | Schools will develop school-wide fitness plans for staff and students with support from Divisional Physical Education Coordinator(s).   | Increased participation in fitness plans.   | Number of students completing fitness goals.<br><br>School reporting.   |
|  | Schools will ensure that programming and nutritional offerings are in alignment with the Canada Food Guide, Frontier Policy F.1.M and the Frontier School Division Healthy Foods Implementation Guide.  |   | Participation in Frontier School Division Physical Education and Wellness events.<br><br>School plans and reporting, collection of sample menus from schools.                           |
|  | All schools use research-supported programming to support mental wellness.<br><br>Schools will develop strong interagency partnerships to increase access to positive mental health supports for students.<br><br>Schools will provide professional development for identified staff, focusing on positive mental health i.e. suicide awareness and intervention, mental health literacy, vicarious trauma, creating safe spaces. | Community Partnerships will be visible in schools, i.e. planning, system meetings, consultation, education.<br><br>Students report feeling supported both at school and in the community.<br><br>Staff are confident in their ability and response, when supporting and helping students navigate mental health concerns. | Climate survey (OURSchool – Tell Them From Me).<br><br>Number of programs implemented.<br><br>Number of professional development sessions offered.<br><br>Number of staff participants. |