OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Framework for Student Well-being

Context

In 2009, the *Student Achievement and School Board Governance Act* under Bill 177, came into effect in Ontario. Bill 177 requires that school districts promote student achievement and well-being. The OCDSB has taken this direction seriously, believing that in order to sustain and augment the current high levels of student achievement, the well-being of all students is a powerful, enabling and necessary condition for learning and life. This direction has been supported through the release of *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) which includes promoting well-being as one of the Province's renewed goals for education.

Student well-being does not stand alone, nor is it an initiative. Our learning has underscored the fact that it underpins every aspect of the teaching-learning environment, school and broader school community. This is further supported by the consistency of messaging from the Ministry of Education to school districts, to create and nurture safe, inclusive, caring and accepting school environments, which is accomplished through its curriculum documents, policies and resources, such as:

- *Caring and Safe Schools in Ontario K – 12*, 2010
- *Curriculum Documents, Education for All, Equity and Inclusive Education Strategy* 2009
- *Finding Common Ground - Character Development K – 12*, 2008
- *Great to Excellent: Launching the Next Stage of Ontario's Education Agenda, Growing Success*, 2010
- *Literacy and Numeracy Secretariat publications, Ontario First Nations, Métis and Inuit Policy Framework*, 2007
- *Ontario Leadership Framework, Open Minds, Healthy Minds*, 2011
- *Mental Health, Pathways, Programs and Planning*, 2013
- *Safe and Accepting Schools,* 2009
- *School Effectiveness Framework K-12*, 2013.

As well, many national and international research studies have explored this holistic notion of student well-being and its impact in the school setting. A study completed in 2009 by the Ontario Ministry of Education, looked at the interconnectedness between cognitive, social-emotional and physical outcomes of students; these dimensions are closely interrelated. The OCDSB Framework for Student Well-being is informed and inspired by these sources as well as our internal work in the areas of:

- Creativity, Innovation and Critical Thinking
- Appreciative Inquiry
- Character Development
- Mental Health and Addiction Strategy
- Learning Support Services

- Literacy and Numeracy
- Equity and Inclusion
- Environmental Sustainability
- Inclusive, Safe and Caring Programs
- Exit Outcomes

Our intent is to have every student leave our school district with the OCDSB Exit Outcomes Characteristics and Skills. The Framework for Student Well-being serves to guide us towards this goal within a Community of Character.

OCDSB Community of Character
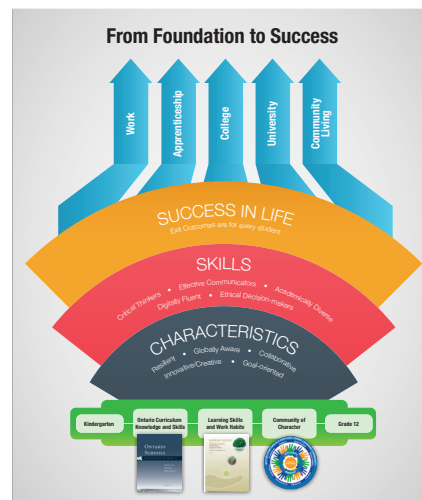
OCDSB Exit Outcomes

Our Story of Student Well-being

Specific projects or initiatives have contributed to the District's commitment to student well-being. These include:

School culture/climate – System overview

- Workplace Census (2010)
- Equity and Inclusive Education Policy (2011)
- Religious Accommodation Policy (2011)
- Student Survey (2011)
- Diversity and Inclusion Taskforce (2009-2012)
- Diversity, Equity and Inclusive Education Framework (2013-14)
- Exit Outcomes (2013)
- Tell Them From Me Survey (2013-15)

Student engagement – System overview

- Curriculum Services - Garfield Gini-Newman – training
- Me to We National Student Forum
- Student Equity Conference - May 2012
- Rainbow Youth Forum – one day annual event for students grades 9 to 12
- "In Love and in Danger" annual conference for high school students
- You Can Leadership
- First Nation, Metis, Inuit Student Leadership Camp
- Student Senate meetings
- District Council of Student Council Presidents meetings
- Annual Leadership Camp for Secondary School students
- Student council procedure (2015)

Well-being related system projects or initiatives and existing service

- Cultural Proficiency - conferences and training opportunities for OCDSB staff and students
- Spiritual Care Workers Program
- Restorative Practice training
- Bullying Prevention and Intervention planning and supports (i.e. Roots of Empathy, WITS, The Fourth R)
- Collaborative Problem Solving training
- Mental Health and Addiction Strategy
- Suicide Prevention training
- Aboriginal Elders in Schools program
- Promoting Resilience (e.g., Reaching in/Reaching out, Sources of Strength)
- Community-based Violence Threat Risk Assessment protocol
- Rideauwood Substance Abuse counsellors
- School-based community workers (e.g., Crossroads Children's Centre, Roberts/Smart Centre, Community Care Access Centre- mental health and addiction nurse)
- Gender Identity and Gender Expression: Guidelines to accommodate our students

OCDSB Aboriginal Learning Centre

Parent & community engagement

- Speaker Series – Public information nights where parents hear from experts on topics such as bullying, texting and sexting, mental health
- Weekly School Council newsletter – Includes tips and resources to help parents engage with their school and children (also posted on the website)
- OCDSB website –"Helping Your Child Succeed" and "Parent and Family Literacy Centre" sections provide hands-on tips and activities to support parent engagement
- Aboriginal Community Feast
- Parent Involvement Committee – website, brochure, meetings, etc.
- Advisory Committee on Equity (renewed mandate 2012)
- Date for Diversity
- Community partnerships (e.g., YouthNet, Wabano & Ottawa Inuit Children's Centre- providing culturally-relevant advocacy and student and family support)

What is Student Well-being?

Within the OCDSB, well-being refers to a positive sense of self and belonging and the skills to make positive and healthy choices to support learning and achievement, provided in a safe and accepting environment for all students.

Vision

Every student in every classroom feels a strong sense of well-being and connectedness as a result of learning and living in a school environment that is welcoming, equitable, inclusive and respectful. A place where every student is encouraged to take risks, be creative, and innovative in a learning culture that is caring and safe. A place where healthy relationships are nurtured and students are inspired every day to participate actively and with confidence. A place where conditions enable every student to achieve to the best of their ability and be successful in all aspects of learning and life.

Guiding Principles

We believe student well-being:

- is essential for strong academic achievement and confident participation in all aspects of life at school and beyond;
- is intentionally developed and supported in all areas of the curriculum and other school activities;
- requires us to seamlessly bring together the tenets of equity, diversity, safe, caring and accepting schools, character development, 21st century skills, critical thinking, creativity and innovation in a context of high expectations;
- is necessary in that we are committed to developing students for their roles in society as engaged, productive and resilient citizens; and
- must be a whole district/school/community effort.

Purpose of the Framework

- The framework serves as a guide for the district and its schools in promoting student-well being, to support learning and achievement.
- The three dimensions of well-being (physical, socio-emotional, cognitive) inform:
  - the development and implementation of the board improvement plan for well-being (BIP-WELL);
  - the creation of an annual school plan for student well-being.
- The school plan for student well-being complements the school learning plan.

Contents

- The three Dimensions of Well-being
  (Physical, Socio-Emotional, Cognitive) — pages 6–11
- School Plan for Student Well-being — pages 12–13
- Sample Curriculum Expectations and
  Resources — pages 14–15
- Glossary and References — pages 16–21

Dimensions of Well-being

Physical Well-being:

- Students who understand the importance of safety and take personal responsibility for the safety of themselves and others, help promote well-being and an environment conducive to learning.
- Students who regularly participate in physical activities may experience improved health and fitness, enhanced executive functioning skills and learning, and a reduction in stress, anxiety and depression.
- Students who have access to nutritious foods and can make healthy food choices are more likely to enjoy enhanced physical and mental health and success as school.
- Students who have a positive outlook on themselves and others and are aware of the consequences of risk-taking behaviours are more likely to make responsible choices and experience enhanced well-being.

Characteristics	Goals	Evidence
Safety	**Students:** - share responsibility for their own safety and the safety of others at school and in the school community; - adhere appropriately to safety and injury protocols and show awareness of the space around them; - contribute to a climate that is positive, safe, and free from harassment and bullying at the school and in the broader school community.	**Students:** - are considerate of others when physically moving through shared spaces; - report hazardous or potentially hazardous situations and spaces; - follow injury and safety protocols; - willingly and routinely engage in safe and respectful behaviour that is consistent with the school's code of conduct; - refrain from taking actions that put themselves or others at risk.
Physical Activity	- engage and display competency in a range of skill-building and movement-development activities to promote physical health, increase self-esteem and develop positive interpersonal skills; - understand that there are a variety of ways to achieve physical health and well-being on a daily basis; - set personal goals to improve and/or maintain physical health and take actions to achieve these goals; - co-operate with others to achieve a goal, promote camaraderie, and reduce physical safety risks.	- participate willingly and confidently in a variety of physical activities in and out of school as participants and/or leaders; - share creative ways of enjoying physical activity (e.g. walking up stairs); - explore, discover, create and experiment with movement and tactical solutions (e.g. body positioning in soccer, being ready to strike, manipulating objects to hit a target); - articulate personal fitness goals and plans for achieving them; - use positive communication with all participants within a game (including teammates, opponents, referees and coaches/teachers).
Nutrition	- understand, evaluate and communicate information to promote, maintain and improve health throughout their life; - set personal goals to improve and/or maintain good nutrition and take actions to achieve these goals; - understand and internalize the connection between healthy eating and learning.	- make healthy food choices, including types of foods and balanced meals; - advocate for responsible food choices in and out of school; - articulate personal nutrition goals and plans for achieving them; - arrive at school having had breakfast or participating in Breakfast program if they need to.
Healthy Choices and Perspective	- recognize the short- and long-term impacts of risky behaviour, including online activities; - understand that factors such as race, gender, socio-economic status, sexual orientation, physical or mental disabilities are not barriers to student participation; - understand the signs and symptoms of addictive behaviours and seek help from available resources for self and others.	- use coping and refusal skills when encountering risky behaviours and situations; - share with staff potential or actual incidents of unsafe behaviours, including online interactions; - reach out to and include those who may feel marginalized ; - refer themselves or their friends to resources (e.g. guidance counselors, community supports) that address addictive behaviours.

What research says:

"Feeling safe at school translates into higher academic achievement, increased student well-being, and greater engagement." (ASCD, 2012)

"Research confirms that students do better in school when they are emotionally and physically healthy. They miss fewer classes, are less likely to engage in risky or antisocial behavior, concentrate more, and achieve higher test scores." (ASCD, 2012)

Sample Measures	Sample Strategies
• Annual Suspension Reporting • Bullying-related questions (TTFM) • School Injury Reports • Student Survey (2011) • Digital Data Collection Tool (DDCT) • Critical Service data	**Staff:** • create conditions that promote student awareness of themselves in relation to their surroundings (e.g. impact of throwing an object in the classroom, awareness of differences in physical maturity within a school); • know and explicitly teach safety and injury protocols for a variety of situations (e.g. science experiment, fieldtrip, secure school/lock down, fire drill, seek adult help for injuries, reporting hazards, concussion protocol); • report unsafe acts as required by OCDSB policy and procedures; • model appropriate responses to situations involving personal safety of self and others (e.g. look forward when walking down the hallway, refrain from texting while walking, know and respect personal space requirements of self and others); • embed Community of Character traits (e.g. responsibility, empathy, respect) into everyday ways of being and relating so that students develop traits that help to ensure a positive and physically safe school climate.
• # of hours on a typical weekday that a student engages in moderate or intense physical activity (TTFM) • EQAO Student Questionnaire (grades 3, 6, 9) • Student Survey (2011)	• provide scaffolded opportunities for students to learn and practice a range of skill-building and movement-development activities (i.e. using a play-based approach to skill building); • use the Teaching Games for Understanding model (TGfU) to promote and reinforce skill development as well as Daily Physical Activity (DPA); • create opportunities for students to engage in physical activities that accommodate different developmental levels and abilities in order to maximize student participation; • co-create fitness and skill-building goals with students to support goal setting for physical health (e.g. anchor charts, group discussion, debriefing); • explicitly teach and hold students accountable for following safety and rules within a game, as well as skills leading to movement competency; • create conditions that promote teamwork and trust when engaging in physical activities.
• Student Survey (2011) • Breakfast program tracking (in-school)	• make healthy choices available to students when food and beverages are provided or prepared in classroom or school; • avoid offering food and beverages as a reward, incentive for good behaviour, achievement or participation; • model healthy food choices; • explicitly teach the connection between healthy eating and learning; • make healthy food available for students who may need it provided at school (i.e. equitable access; e.g. Breakfast program, fruit and granola bars for those who forgot lunch or are hungry).
• Sexual harassment questions (TTFM) • Reason for exclusion (TTFM) • Student Survey (2011)	• integrate adaptive strategies (e.g. positive refocusing, resilience building) into lessons to help students develop coping and refusal skills; • model and explicitly teach appropriate communication skills in person and online that protect the safety of self and others; • ensure equitable access to all students to remove barriers that may prevent them from participating fully in school activities; • provide examples of people who have overcome barriers to participate in physical activities (e.g. Terry Fox, Clara Hughes); • create learning opportunities for students to identify the signs and symptoms of addictive behaviours; • engage students in identifying resources and community supports; share this information with the broader school community; and, provide access to resources and community supports.

Socio-emotional Well-being:

- Students feel connected when they know they are valued members of the class, school and school community and have positive, caring, inclusive and respectful relationships with peers and staff;
- School connectedness increases overall engagement and participation, school completion, higher levels of academic achievement, reduction in anti-social or disruptive behaviours and an increase in pro-social behaviours;
- Students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making when there is deliberate guidance and instruction in these areas;
- Students who are resilient manage their emotions well, cope better with setbacks, and demonstrate positive social-emotional skills and enhanced well-being.

Characteristics	Goals	Evidence
Connectedness and belonging	**Students:** • see themselves and their cultures in the school community and curriculum; • feel welcomed and engaged in the life of the school; • contribute to the school community in meaningful ways.	**Students:** • communicate they feel that they, their culture, and/or spirituality are reflected in the school community and the curriculum; • speak highly of the school in general, contribute to the school's positive reputation, and have respectful interactions with peers and teachers; • show, through actions and/or words, that they believe adults care about them as learners and unique, important individuals; • actively take part in and contribute to class activities and school life (*e.g. group work, join committees, sports teams, drama and music productions, etc.*).
Self and social awareness and relationship skills	• recognize the value of the OCDSB character traits; • recognize and respect similarities and differences across people and cultures; • have an understanding of their own strengths and challenges, including when working with others; • understand and advocate for their rights and the rights of others; • have positive relationships with adults and peers and resolve conflict in an appropriate manner.	• display empathy, acceptance, appreciation, cooperation, fairness, integrity, responsibility, and respect through interactions with others in the school community; • use language and make choices that demonstrate respect for self and others in a manner that embraces cultural diversity; • accurately assess and articulate their own feelings, interests, values and strengths, thinking and learning processes; • demonstrate positive relationships with adults and peers, including resolving conflicts in an appropriate and constructive manner; • take a stance, be an advocate, speak up to assist others who are victimized and/or whose voices are not represented
General life resilience	• have the personal, social, and environmental resources to respond positively and adapt to difficult circumstances; • use healthy responses when dealing with stresses and challenges; • demonstrate a positive view of self that is rooted in an awareness of their personal emotions and values as well as strengths and limitations	• persevere through difficult social interactions or negative experiences using personal strengths, supports, effective problem-solving skills, and/or resources within their spiritual beliefs; • use coping skills such as relaxation techniques, adopting an optimistic attitude, trying out solutions to problems, expressing emotions and asking for help when faced with adversity (e.g., bullying, unfair play, homophobic, racist or unkind comments); • demonstrate self-confidence and pride in their accomplishments and respond productively to constructive criticism; • identify and communicate personal feelings, interests, strengths, values, limitations.
Self- management and responsible decision-making	• exhibit emotional and behavioural self-regulation strategies; • take responsibility for their actions, behaviours and choices; • exhibit an understanding of how their decisions impact themselves and others.	• use self-regulation strategies, including goal setting, impulse control, emotional awareness, body breaks, etc., when faced with challenges; • plan and follow through with personal, interpersonal, education, career and life goals; • take responsibility for their actions and choices (e.g. apologize when wrong, change behaviours to avoid repeated harmful acts, eliciting feedback from peers in decision making); • refrain from bullying (including cyberbullying), and intervene in a positive and constructive manner to help others who may be victimized.

What research says:

"Positive student-teacher relationships cannot just be left to chance; it is the teacher's professional responsibility to ensure that they establish a positive relationship with each student"
(Marzano et al. 2003)

"Positive peer relationships are more likely when students are directly taught the skills for empathic responding and pro-social behaviour, and when students have opportunities to practise them in authentic and naturally occurring settings over time rather than simply being urged to use them" (McGrath, 2005).

Sample Measures	Sample Strategies
• % of students with a positive sense of belonging (TTFM) • # of students participating in school clubs & athletics • average score for advocacy at school (TTFM) • % of students who feel excluded by other students (TTFM) • Student Survey (2011)	**Staff:** • utilize and integrate diverse resources, including community members who reflect the student population and broader community, in classroom and school activities and initiatives; • build community in the classroom (*e.g. using circles to promote respectful relationships; provide opportunities for collaborative learning*) using activities that allow for meaningful participation by all students; • promote healthy relationships through the co-creation of classroom expectations with students.
• average score for teacher/student relationships (TTFM) • % of students with positive relationships (TTFM) • % of students who feel treated unfairly by school staff (secondary only; TTFM) • Report Card Learning Skills & Work Habits (collaboration) • Student Survey (2011)	• model, explicitly teach and practice OCDSB character traits by embedding them into classroom routines and informal instructional practices; • develop awareness around their own cultural awareness, biases, and proficiencies; • incorporate culturally responsive and relevant pedagogy into daily practice; • provide feedback that allows students insight into their personal strengths and challenges (e.g., give time for self-reflection, peer-mediated feedback); • use evidence-based programming that promotes healthy relationships (*e.g. WITS, Fourth R, Roots of Empathy*); • provide strategies on how to seek help for self and others and safely intervene when students witness a conflict; share information on basic human rights
• currently exploring measures of general life resilience but connectedness and belonging, positive relationships with peer and school staff, and healthy self-regulation strategies (for example) are resources that contribute to a student's general life resilience • Social Skills Improvement System (Reaching in/ Reaching out) • Exit Outcomes Self-Assessment Tool	• promote a safe and supportive classroom environment, including fostering teacher-student relationships built on trust; • use responsive and restorative circles to address problems and empower collaborative problem-solving; • share experiences of overcoming adversity (e.g., personal, prominent figures, current cultural references); • model and explicitly teach coping skills through role-playing, group work, reflections, restorative circles, etc.; • provide meaningful feedback and opportunities for guided self and peer reflections.
• Report Card Learning Skills & Work Habits (responsibility, self-regulation, organization)	• model and explicitly teach self-regulation strategies, including goal setting, impulse control, emotional awareness, etc.; • are authentic and honest with students and colleagues (e.g., taking responsibility for their own actions, behaviours and choices); • ask guided questions and provide other opportunities for students to examine alternate perspectives, ideas, and voices; • reinforce pro-social choices with positive and supportive feedback to students.

Cognitive Well-being:

- Student engagement flourishes when teachers have high expectations for each student, clear learning goals, authentic and relevant learning tasks, ongoing and timely feedback, and a positive disciplinary climate is in place;
- Students who have meaningful opportunities to participate in decision-making at the school and classroom level see their sense of meaning and purpose and overall engagement in learning increase.
- Students who are encouraged to work from their strengths tend to: learn more readily; perform at higher levels; exhibit greater motivation and confidence; and have a stronger sense of satisfaction. When students have an appropriate level of challenge this increases student engagement, risk-taking and self-efficacy;
- Students who are provided with a safe environment for taking risks and are encouraged to express innovative, creative and original ideas, experience more positive emotions, and greater intellectual engagement.

Characteristics	Goals	Evidence
High expectations	**Students:** • experience authentic and relevant learning opportunities that enhance critical thinking and problem-solving skills; • use a strength-based approach to learning where their strengths and learning styles are identified and used as the foundation for ongoing learning; • learn in an environment where there are supports from peers and staff to meet high expectations; • set realistic but ambitious academic and personal goals and strive for academic success.	**Students:** • approach learning tasks using flexible thinking and critical questioning; • understand and articulate their own thinking and learning processes and styles; • complete school work, including homework, to the best of their ability; • use approaches that have been co-constructed with teachers to build upon current understandings and improve learning; • are flexible in working with a variety of peers; • incorporate feedback from teachers and peers to monitor their own progress towards their learning goals.
Student voice	• know they have been heard and that their voices matter; • engage in leadership opportunities in the classroom and broader school community; • have input and choice in the selection of effective learning strategies to pursue and achieve their goals; • understand how to constructively and productively use their voices to affect change.	• are excited to be involved in opportunities that allow them to share their ideas; • take the opportunity to provide their input on issues; • participate in activities, in and out of the classroom, including in the communities they are a part of; • use language that is not harmful to others when giving feedback; • advocate for themselves and others (e.g. choose learning strategies that enable them to be successful, speaking to staff members about an issue, accessing Student Council); • see their ideas influencing the school space.
Academic resilience, and self-efficacy	• recognize how school relates to their goals and aspirations; • believe they have the capacity to undertake tasks they are given; • monitor their own progress and persevere in the face of academic challenges to meet long-term goals; • receive and act confidently on constructive feedback.	• communicate an understanding of the relevance of academic tasks to their everyday lives and future aspirations; • embrace challenging tasks and persist towards successful completion; • explore new ways to solve problems, make decisions and set goals; • use feedback and formative assessment to reflect upon and refine their thinking and enhance their work.
Creativity and innovation	• create products that are innovative and/or helpful and that make an original contribution (e.g. identifying a previously unknown problem or issue, combining ideas, etc.); • are engaged learners capable of taking risks and experimenting with new learning; • think critically and creatively in order to approach learning tasks in unique ways that contribute to achieving a goal.	• students engage in curricular and extra-curricular activities that reflect their passions and interests; • students take intellectual risks by sharing new ideas, making unique connections between existing ideas, and critically and openly considering the input of others; • produce work that reflects richness of ideas, original thinking, and helps advance a goal or aids in solving a problem; • articulate the value of diverse and creative ideas in positively influencing an end product, problem or issue.

What research says:

"….Shifting from a fixed mindset of student abilities which can't be changed to a growth mindset that highlights that good pedagogy can build on strengths and enhance student academic engagement and success" (Dweck 2006).

"…High expectations that allow students to express themselves, think critically, problem-solve in a safe and solution-seeking classroom culture. Holding high standards is not about making the work more difficult but about motivating through relevance and personalization" (J. Cummins 2006).

Sample Measures	Sample Strategies
◆ Learning Skills & Work Habits (Independent Work, Initiative) ◆ Average score for expectations for success (TTFM) ◆ Student Survey (2011)	**Staff:** ◆ provide learning opportunities that use open-ended, real-world examples/scenarios that include topics that appeal to a variety of student interests; ◆ offer multiple ways for students to engage in learning opportunities; both the process & product are differentiated, and all possibilities provide equal access to meeting and exceeding grade-level expectations; ◆ create a learning environment and learning tasks that allow students to draw upon their multiple intelligences (e.g. interpersonal, linguistic, kinesthetic, musical, mathematical/logical); ◆ co-construct learning goals with their students and make achievement expectations explicit; ◆ scaffold learning (e.g. assessment for learning, K-W-L charts, 3 part lesson); ◆ group students in a variety of ways (e.g. mixed ability/skill set) to provide opportunities for academic and personal growth; ◆ model and provide examples of a variety of ways to be successful (e.g. academic improvement, extracurricular involvement, Pathways to Success)
◆ Celebrate Creative Engagement: Student Leadership Conference Report (2014) ◆ Student Survey (2011) ◆ Open-ended question (TTFM) ◆ EQAO Student Questionnaire (grades 3, 6, 9) ◆ Speak Up initiatives	◆ generate ideas from students and incorporate them into the learning environment and tasks; ◆ use a variety of methodologies to honour student voice (e.g. SpeakUp, Students as Researchers, sharing survey results broadly, classroom discussions, decision making at school-level, MSAC); ◆ model and provide examples of a variety of ways in which one can be a leader (e.g. supporting a friend, mentoring, leading an initiative, helping others learn); ◆ create an environment where students can bring their ideas for leadership opportunities into the school (e.g. Student Council, creating trusting and safe spaces, question boxes); ◆ revisit student ideas on an ongoing basis to ensure that students see their voices reflected in their environment; ◆ adapt classroom environment and teaching styles according to the needs of learners in the classroom; ◆ explicitly teach how to respectfully state opinions and engage in debate.
◆ EQAO Student Questionnaire (grades 3, 6, 9) ◆ Learning Skills & Work Habits (independent work, initiative) ◆ Student Survey (2011)	◆ provide learning opportunities that are relevant to students' everyday lives; ◆ give students constructive feedback that allows them insight into their own academic strengths and identifies next steps for learning; ◆ demonstrate strategies to meet long-term goals in the face of academic challenges (e.g. inventions, scientific discoveries, examples of failure being an opportunity for learning); ◆ provide examples of people who have persevered in the face of academic challenges (e.g. Albert Einstein, Steve Jobs, Marie Curie); ◆ model how to positively receive and act confidently on constructive feedback about their own work (e.g. ask clarifying questions, communicate an understanding that criticism is not personal but is about the work, show results of feedback incorporated to improve results).
◆ Celebrate Creative Engagement: Student Leadership Conference Report (2014)	◆ share their own interests and passions and celebrate the diversity of student interests and passions within their classrooms; ◆ support students' creative endeavours by helping them to: identify interests and passions, obtain access to resources, and identify and navigate obstacles; ◆ foster safe, trusting and collaborative classroom environments (e.g. promote teamwork, allow choice in product and process, promote accountable talk); ◆ modeling critical and creative thinking and problem-solving (e.g. appreciative inquiry, helping students to identify connections between ideas, flexibility in thinking).

School Plan for Student Well-being

- ◆ All schools will be required to develop an annual school plan for student well-being.
- ◆ Schools may have more than one student well-being goal, but must have at least one goal that addresses the causes or impacts of bullying behaviours.
- ◆ The goals may be written as a theory of action (e.g. a SMART goal, if/then statement)
- ◆ Schools should use various sources of data (e.g. school climate/student survey data, suspension data, EQAO, student voice, parent engagement, anecdotal input from staff, etc.)
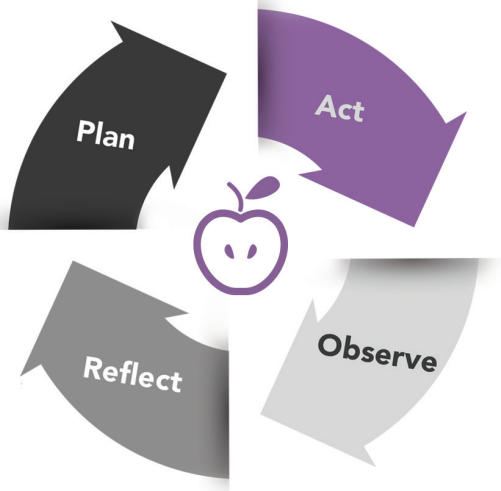
Safe and Accepting School Teams

Safe and Accepting School Teams are responsible for developing, monitoring and reflecting on the student well-being plan, with direction from the school Principal.

These teams must contain:

- ◆ Chair (school staff member)
- ◆ Principal/Vice-Principal
- ◆ Teacher
- ◆ Non-Teaching Staff

- ◆ Community Partner
- ◆ Parent
- ◆ Student (where appropriate)
- ◆ Other

Plan Submission

- ◆ These plans will be submitted annually using the provided template.
- ◆ Ongoing monitoring and implementation of the plan will continue for the remainder of the school year.
- ◆ Schools will share their plans with the school community, and post the plan on their school website.

The Professional Learning cycle can be used to help guide safe and accepting team members in creating the school plan for student well-being.

School Plan for Student Well-being Template

School:	

Safe and Accepting School Team Members			
Chair: *(must be a school staff member)*		**Student:** *(where appropriate)*	
Principal/Vice-Principal		**Parent:**	
Teacher:		**Other(s):**	
Non-Teaching Staff:			
Community Partner:			

School Plan for Student Well-being
Need(s) *(identified through assessment data, including school climate survey data)*
Goal(s) *(using a Theory of Action, SMART Goal, or If/Then Statement)*   *Schools may have more than one student well-being goal; one goal must address the causes or impacts of bullying behaviours.*
Strategies (e.g. Training, Prevention, Awareness, Intervention, Support, Resources)   *(Students, Staff, Parents and Community)*
Communication, Collaboration, Outreach Strategies   *(Reaching students, parents, and the community)*
Monitoring, Reflecting, Review   *(Proposed cycle for monitoring and review of data and school plan)*

Sample Related Curriculum Expectations

- *Grade 1 Social studies – Identify important relationships in their lives; explain why rules and responsibilities have been established;*

- *Grade 1 Science and Technology – Follow established safety procedures during science and technology investigations;*

- *Grade 2 Social studies – Demonstrate an understanding that Canada is a country of many cultures; identify the origins and cultures of various families;*

- *Grade 4 Social studies – Demonstrate the rights of groups and individuals and the responsibilities of citizenship;*

- *Grade 1-8 Math – Good problem solvers regularly and consciously reflect on and monitor their own thought processes to effectively solve problems;*

- *Grade 1-8 Physical Education – Demonstrate an understanding of factors that contribute to healthy development;*

- *Grade 1-8 Physical Education – Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills;*

- *Grade 1-8 – Demonstrate the ability to make connections that relate to health and well-being- how their choices and behaviours affect both themselves and others;*

- *Grade 1-8 Arts – Use critical thinking strategy to analyse bias and stereotype; use cooperative-learning techniques to allow students to work as a team to accomplish a common learning goal; allowing opportunities for experimenting to encourage students to use cooperative skills effectively, and to enhance student motivation, understanding, and active involvement;*

- *Grade 8 Geography: Analyse interrelationships that contribute to inequalities in quality of life and assess responses to these inequalities;*

- *English Literacy Development – Use appropriate study skills, time-management, and goal-setting strategies to carry out learning tasks;*

- *English as a Second Language – Identify appropriate and effective study skills and test-preparation strategies, and use them to achieve academic goals;*

- *Grade 9 Physical and Health Education – Demonstrate the appropriate steps to conflict resolution in situations encountered in class, at school, with friends, and at home;*

- *Grade 9 Technology – Follow proper shop practices, which help protect the safety of workers;*

- *Grade 9 Science – Apply knowledge and understanding of safe practices and procedures when planning investigations (e.g., appropriate techniques for handling, storing, and disposing of laboratory materials; safe operation of electrical equipment; safe handling of biological materials), with the aid of appropriate support materials;*

- *Grade 9-10 Science: Demonstrate an understanding of the dynamic nature of ecosystems, particularly in terms of the impact of human activity on the sustainability of ecosystems (including the impacts of humans within those ecosystems);*

- *Grade 9 -10 Arts – The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image;*

- *Grade 9-10 Business – Learning the importance of protecting human rights and of taking a stand against racism and other expressions of hatred and discrimination is also part of the foundation for responsible citizenship and ethical business practices;*

- *Grade 9-10 Canadian and World Studies – ….designed to help students acquire the "habits of mind" essential for citizens in a complex democratic society characterized by rapid technological economic, political, and social change;*

- *Grade 9-10 Mathematics – Learning activities and resources used to implement the curriculum should be inclusive in nature, reflecting the range of experiences of students with varying backgrounds, abilities, interests, and learning styles;*

- *Grade 10 Physical and Health Education – Demonstrate behaviours that are respectful of other's point of view;*

- *Grade 9-12 English, Oral Communication – Through talk, students express and clarify their thoughts, feelings and opinions… and become aware of various perspectives of other speakers and the conventions they use*

- *Grade 11 Physical and Health Education – Describe the characteristics of an emotionally healthy person. Describe the skills that enhance personal mental health;*

- *Grade 11-12 Arts: Demonstrate an understanding of the interrelationship between the arts and personal development, including their own personal development;*

- *Grade 12 Physical and Health Education – Demonstrate an ability to use strategies that assist in changing and maintaining behaviours to achieve personal, healthy, active living goals;*

- *Grade 12 Physical and Health Education – Demonstrate an understanding of specific mental health issues;*

Resources

Promoting Mental Health and Well-Being

Print Resources

Carney, P. (2014). *Well-Aware: Developing resilient, active and flourishing students.* Toronto, ON: Pearson.

Greene, R. (2008). *Lost at school: Why our kids with behavioral challenges are falling through cracks and how we can help them.* New York: Scribner.

Ministry of Education. (2013). *Supporting minds: An educators' guide to promoting students' mental health and well-being.* Toronto, ON: Government of Ontario.

Shanker, S. (2013). *Calm, alert and learning: Classroom strategies for self-regulation.* Toronto, ON: Pearson.

Websites

Child & Youth Health Network for Eastern Ontario: *http://www.cyhneo.ca/english/publications-and-resources/mindmasters*

Edugains: *http://www.edugains.ca/newsite/mentalHealth/index.htm*

Psychology Foundation of Canada, School Resources: *http://psychologyfoundation.org/index.php/schools/*

The ABC's of Mental Health Teacher Resource: *http://www.hincksdellcrest.org/ABC/Teacher-Resource/Welcome*

Bullying Prevention and Creating Positive School Climates

Print Resources

Jaffe, P.G., Crooks, C.V., & Watson, C.L. (2009). *Creating safe school environments: From small steps to sustainable change.* London, ON: The Althouse Press.

Murray, K., & West-Burns, N. (2011). *Equity continuum: Action for critical transformation in schools and classrooms.* Toronto, ON: A Different Publisher.

Websites

Bias-free Progressive Discipline: *www.edu.gov.on.ca/eng/policyfunding/discipline.html*

CODE: Equity and Inclusive Education: Going Deeper: *http://www.ontariodirectors.ca/downloads/EIE-2014/Equity_and_Inclusive_Education_Eng_Final.pdf*

Elements of Digital Citizenship - *http://www.digitalcitizenship.net/Nine_Elements.html*

Fostering Safe, Accepting and Inclusive Schools Learning Modules: *http://acceptingschools.oesc-cseo.org/*

Media Smarts: *http://mediasmarts.ca*

OCDSB Anti-bullying brochure: *http://www.ocdsb.ca/med/pub/Publications%20%20Updated/Anti_Bullying.pdf*

Restorative Practices: *http://www.iirp.edu/pdf/Defining-Restorative.pdf*

Roots of Empathy: *http://www.rootsofempathy.org/*

Safe and Accepting Schools: *http://www.edu.gov.on.ca/eng/parents/safeschools.html*

The Fourth R: *https://youthrelationships.org/*

Glossary

Bullying
"Typically a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance." (Ontario Ministry of Education, 2012)

Critical thinking
"Consists of seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed with evidence, deducing and inferring conclusions from available facts in solving problems." (Willingham 2007)

Cyber-bullying
"Bullying by electronic means, including: creating a web page or a blog in which the creator assumes the identity of another person; impersonating another person as the author of content or messages posted on the internet; and communicating material electronically to more than one individual or posting material on a website or social media that may be accessed by one or more individuals" (Ontario Ministry of Education, 2012)

Diversity
"The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socioeconomic status." (Ontario Ministry of Education, 2009)

Engagement
"A long-term disposition towards learning — viewing learning as fun, seeing it as important, seeing the value of working with and functioning as part of a team, being part of a social institution." (Willms, 2011)

Equity
"A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences." (Ontario Ministry of Education, 2009)

Inclusive education
"Based on the principles of acceptance and inclusion of all students. Students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. To achieve an equitable and inclusive school climate, school boards, schools and classrooms will strive to ensure that all members of the school community feel safe, comfortable, and accepted." (Ontario Ministry of Education, 2009)

Mental health
"A state of successful performance of mental function, resulting in productive activities, fulfilling relationships with other people and the ability to adapt to change and to cope with adversity. Mental health is indispensable to personal well-being, family and interpersonal relationships, and contribution to community or society. It is easy to overlook the value of mental health until problems surface." (Santor, Short, & Ferguson, 2009)

Mental health problems
"Signs and symptoms of insufficient intensity or duration to meet the criteria for any mental disorder. Almost everyone has experienced mental health problems in which the distress one feels matches some of the signs and symptoms of mental disorders. Mental health problems can affect a person's ability to enjoy life and deal with everyday challenges, and can impede learning." (Santor, Short, & Ferguson, 2009; Ontario Ministry of Education, 2010a)

Mental illness
"Refers collectively to all diagnosable mental disorders. Mental disorders are health conditions that are characterized by alterations in thinking, mood, or behaviour (or some combination thereof) associated with distress and/or impaired functioning." (Santor, Short, & Ferguson, 2009)

Relationship skills

"Establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; and seeking help when needed." (Morrison & Peterson, 2010)

Resilience

"The ability to cope and bounce back after encountering negative events, difficult situations, challenges or adversity and to return to almost the same level of emotional well-being (McGrath & Noble, 2003). Resilience can be subdivided as general life resilience and academic resilience.

General life resilience is effective coping responses to acute situations or adversities. Academic resilience is coping with chronic education situations such as difficulties with reading, a lack of material or equipment and living in a household that doesn't support school learning." (Noble et al., 2008)

Restorative practices

"Ways of responding to inappropriate behaviour or repairing the harm done to people and relationships rather than on punishing the offender (Barton & van den Broek 1999). Refers to restorative justice as part of the "ethic of care". It brings together a community of care around both the offender and those affected and both sides share in the resolution of the problem." (Drewery, 2004; Ontario Ministry of Education, 2010a)

Responsible decision-making

"Making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others and likely consequences of actions; applying decision-making skills to academic and social situations; and contributing to the well-being of one's school and community." (Fraillon, 2004)

School connectedness

"A positive sense of belonging, attachment and commitment a student feels in relation to the school as a result of perceived caring from, and closeness to, teachers, other staff and peers (Resnick et al., 1997). It is a belief by students that adults in the school care about their learning as well as about them as individuals." (Fraillon, 2004)

School culture/climate

"Environment where individuals are trusted, respected, and involved, where there is collaboration, high academic and behaviour expectations, mutual trust, caring and support for all individuals. High expectations exist so that students are successful both academically and socially." (Ontario Ministry of Education, 2010a)

Sense of meaning and purpose

"Involvement in a task or activity that impacts on people other than just oneself. Sense of purpose — involvement in a worthwhile task or activity." (Fraillon, 2004)

Self-awareness

"Assessing one's own feelings, interests, values and strengths; understanding one's own thinking and learning processes; and maintaining a well grounded sense of self-confidence." (Adapted from Fraillon, 2004)

Self-efficacy beliefs

"The perceptions people hold regarding their ability to perform successfully in a particular situation. They impact an individual's goals, effort, persistence." (Noble et al., 2008)

Self-efficacy

"Students believe they have the capacity to undertake the tasks they are given. They demonstrate a strong sense of self-discipline, can accurately assess their own feelings, interests, values and strengths, understand their own thinking and learning processes and maintain a well-grounded sense of self-confidence, can handle stress and persevere and monitor their own progress." (Noble et al., 2008)

Self-management

"Regulating emotions to handle stress, control impulses and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; and expressing emotions appropriately." (Noble et al., 2008)

Social awareness
"Being able to take the perspective of others and empathize with them; recognizing and appreciating individual and group similarities and differences; and recognizing and using family, school and community resources." (Noble et al., 2008)

Social justice
"The equivalent to social fairness. It refers to giving what is rightly due to an individual or group, team or community. It is about fairness and equity between human beings." (Adapted from Noble et al., 2008)

Strength-based approach
"Based on the assumption that having the opportunities to use one's strengths in schoolwork or in the general life of the school and classroom produces more positive emotions. Young learners are more likely to experience psychological flow when involved in an intellectually challenging activity that utilizes their strengths." (Noble et al., 2008)

Student voice
"Describes the many ways in which youth might have the opportunity to participate in school decisions that will shape their lives and the lives of their peers." (Ontario Ministry of Education, 2010c)

Student well-being
"A students' level of satisfaction about the quality of their life at school. Optimal student well-being is characterized by positive feelings and attitudes about school, positive relationships with peers and teachers, resilience, and satisfaction with self and learning experiences at school." (Noble et al., 2008)

Whole school approach
"Based on positive partnerships and assumes that all members of the school community (teachers, support staff, students and parents) have a significant role to play in addressing all aspects of student well-being and achievement, especially with regard to the vision and values that underpin adult responses to aggressive behaviour, harassment, bullying and in promoting a supportive school culture. A whole school approach also involves all other areas of a school: policy and procedures, teaching practices, curriculum alignment, and the organization and supervision of the physical and social environment of the school." (Adapted from Australian Government Department of Education, 2011 & Wingspread Declaration on School Connections, 2004)

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publications/Archive%20Publications/Measuring%20and%20Reporting%20Student%20Performance/Measuring_Student_Well-Being_
in_the_Context_of_Australian_Schooling.pdf

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CAHealthyStudentsResearchProjectBrief1%20AcadAch.pdf

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