

Reflect and Adjust Chart: Strategic Goal 2- Health and Well-Being



Context: This chart is also aligned with the Health and Well-Being goal of our 2025-2027 Implementation Plan, and the Human and Social Development pillar of the Ministry of Education and Childcare's Educated Citizen framework.

Strategic Goal 2: Health & Well-Being (Human and Social Development)			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: • Continue? • Discontinue? • Adapt? • Introduce and implement?
Objective: Support student mental health			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
District Mental Health Coordinator	Mental health has been identified as a priority due to increasing referrals through student services as well as the MDI, SLS, and anecdotal evidence and street data gathered through	This position is helping to align mental health resources across the district and provide staff with the support needed for program implementation. We are seeing a yearly increasing uptake on the amount of staff using the mental health resources being supported at the district level.	Continue with role.

	empathy interviews across both elementary and secondary schools.		
District Healthy Schools Coordinator	Areas identified by the MDI, SLS, that indicate that our students need support in a number of areas related to health and well-being. For example, on both the MDI 6 and 8, we have a higher percentage of students who report “low” well-being compared to other participating districts in the province.	This position is helping to support healthy initiatives across the district and provide staff the support needed to build their capacity within this area.	Continue with role
Objective: Support Children and Youth In Care			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Designate a case manager and create a monitoring plan for every identified CYIC. Each student’s plan will be reviewed 3 times during the school year.	Specific data for CIYC is difficult to isolate, but we know this is a priority population facing significant barriers to success in the education system.	This plan was introduced to our administration team in the spring of 2025 after district leadership attended 2 separate sessions provided by the Ministry to support the development of this strategy for SD53’s context.	This strategy will continue in 2025-26 with no adjustments at this time.

		It is too early to detect any trends in data.	
ICY Youth Support Worker provides supports for CYIC.	Specific data for CIYC is difficult to isolate, but we know this is a priority population facing significant barriers to success in the education system	Students on youth agreements (YAGs) are supported to navigate the complexities of school life while living independently.	This strategy will continue in 2025-26 with no adjustments at this time.
Objective: Support Students with Diverse Abilities and Disabilities			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Full Time District Psychologist Position.	24% of students in our district have diverse abilities. This full-time service aims to meet the on-going assessment needs of our communities.	After two years of full-time psychologist service, we no longer have a wait list for psych-ed assessments and are able to further support our Gr. 12 students needing reassessment before entering post-secondary institutions.	No adjustments currently.
Student Services Dept Meets with School Based Teams to do a full review of the needs of the students in each school.	This process was originally started to try to ensure that all voices supporting our priority students were at the same table at the same time.	This was not as effective as hoped. Finding time to coordinate schedules was challenging. The IEP process often offered the same result.	Change to on an “as requested” basis for students with more complex presentations and challenges in 2025-26.

Objective: Support students dealing with trauma			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
School-based counsellors ICY-Clinician Outside Agency referrals	Many students in our district need support with their experiences of trauma.	We offer a wide range of services and supports for students dealing with trauma. Depending on the type of support needed, we can support either within the school or refer to an outside agency with more specialized supports.	Continue with this strategy.
Ongoing professional development opportunities to support staff with trauma informed practice.	Many students in our district need support with their experiences of trauma.	Resources provided through school administrators (staff meetings, staff communications) for staff and district resources shared through the Student Support Services department. Professional development resources and in-person sessions offered and promoted.	Continue with this strategy.