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## Mental Health and Well Being

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### What is Mental Health?

The World Health Organization defines mental health as a “*state of well-being in which every individual realizes his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.*” (World Health Organization)

**This is the ideal toward which we strive in RRSD.**

### Current Level of Performance

#### *Elementary Schools*

Tell Them From Me (TTFM) survey data from grades 4 to 6 indicates 52% of students report being a victim of bullying (one of the 4 types - verbal, physical, social, and cyber). The highest frequency occurring in social and verbal bullying. The incidents predominantly occur outside the school during recess, and after school. Students also indicate that they have a repertoire of strategies to deal with bullying including telling a parent or guardian, telling a friend, and 80% student responses indicate there is someone at school that they can talk to. Students identified that teachers responded quickly to incidents. 39% of students stated there was enough supervision. 59% of students said they felt safe at school.

#### *Secondary Schools*

Tell Them From Me (TTFM) survey data indicates that 49% of secondary students report being a victim of bullying (one of the four types – verbal, physical, social and cyber). The highest frequency occurring in social and verbal bullying. The incidents predominantly occur in hallways and outside on school property. During school, bullying most often occurred during break period. Secondary students indicate a repertoire of strategies to deal with incidents with 44% ignoring it, 40% tell a parent/guardian, 16% tell an adult at school, 42% tell a friend. 71% students report that there are staff that they can talk to, and there are safe ways to report it. 54% of students report feeling safe at school.

### Goals

1. The overarching goal is to develop a school culture where mental health and well-being is integrated into every aspect of each student's school experience.
2. By June 2028, when asked in the TTFM survey, an increasing number of students will describe the school as a safe and caring environment.
3. By June 2028, a coordinated approach using the RTI model will provide a continuum of service that is aligned and responsive to the needs of students, parents and staff to improve lifestyle results (academic, personal, health, social, family, work, recreation) for all students.

4. By June 2028, educators will respond consistently and effectively to academic and behavioural needs as guided by the RTI Framework (Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (academic, personal, health, social, family, work, recreation) for all children and youth).
5. By June 2028, school will implement the common, Divisional Emergency Management and Crisis Response Manual in a variety of emergent situations.
6. By June 2028, all RRSD schools will develop relationships with Elders and Knowledge Keepers to support Mamāhtawisiwin and further our commitment of reconciliation and education.

## Strategies

School Division Strategies	School Based Strategies
<ul style="list-style-type: none"> <li>• Development of school RTI models of intervention (supporting academics and behavior).</li> <li>• Support PAX programs to in-school staff currently implementing the program.</li> <li>• Resources to support curricular involvement and eliminate participation barriers for students.</li> <li>• Resources in place for implementation of the Tell Them From Me (TTFM) survey system to collect data from students, parents and staff regarding their perceptions of the school environment.</li> <li>• Appropriate school and classroom level programs and practices are in place to help students meet achievement goals when data indicate interventions are needed.</li> <li>• Ensure Tell Them From Me survey available to schools so data can be used to inform planning and develop positive practices and policies.</li> <li>• Implement Student Presence and Engagement Policy/Attendance</li> <li>• Expand staff development and understanding of <a href="#">Standards for Appropriate Educational Programming in Manitoba</a></li> </ul>	<ul style="list-style-type: none"> <li>• Self-Directed Learning programs are in place for students who require flexible scheduling.</li> <li>• The school schedule is flexible so that students can receive academic help while in school.</li> <li>• Tutorial programs/opportunities are in place.</li> <li>• All Students are actively engaged in at least one extra-curricular/recreational activity/opportunity in the school.</li> <li>• SafeTalk implemented in all high schools.</li> <li>• Review Tell Them From Me survey data to inform planning and develop positive practices and policies.</li> </ul>
School Division Strategies	School Based Strategies
<ul style="list-style-type: none"> <li>• Identification of Development and Implementation Team for Emergency Response Manual.</li> <li>• Investigate mental health and wellbeing curriculums for implementation in all schools.</li> </ul>	

## Student Achievement Measures

- Tell Them From Me Survey Data
- Learning Behaviors on the Provincial Report Card

## Indicators

- When asked in the TTFM survey students, staff, and parents generally describe the school as a safe and orderly environment.
- Electronic tools such as Microsoft Forms are utilized to collect information regarding specific decisions.
- Clear and specific rules, routines and procedures are in place for school operations.
- Staff know the emergency management procedures and how to implement them for specific incidents.
- The accomplishments of students, teachers, teams of teachers/students and the whole school are recognized in a variety of ways. (newsletter to parents, announcements, websites, school celebrations)
- Reports, graphs are in place to document student achievement and well-being.

