

HEALTHY SCHOOL COMMITTEE

Action Plan Sample

This sample was created as an example to show what a completed action plan may look like. This sample includes a few examples in each of the five key areas from the Ontario “[Foundations for a healthy school](#)” framework. When creating your school’s action plan, we recommend including at least one activity in each of the five foundational areas.

Goal(s):

We will become a healthier school by:

Creating a supportive environment where mental health and wellbeing is valued, nurtured, and practiced.

We will know that we have been successful when:

E.g.: There is an increase in the number of physical activity opportunities offered to students during outdoor breaks

- We have created a Healthy Schools Committee that includes our School Health Public Health Nurse
- Our staff have completed the Classroom Reflection Tool (SMHO)
- We have implemented activities from each of the 5 key foundational areas

Measurement of success:

This is represented by a change that has occurred in the school as a result of activities. You may track the change through surveys, conversations, observations and more.

E.g.: We will create a chart that shows the activities offered during outdoor breaks last year compared to the activities that we offer this year.

- Our classrooms have tried at least 3 SMHO Everyday Mental Health activities.
- All students have water available to them throughout the day.

Working together:

Look for opportunities to build on strengths at the school and connect with other people, programs, and school priorities. Let other school committees know about your activities and plans.

- We will share our plans with the Student Leadership team and jointly plan activities
- We will consult with School Council to identify joint goals and collaborate to plan and implement activities or initiatives that will help to create a supportive environment.

HEALTHY SCHOOL COMMITTEE

Action Plan Template

Health Topic: Mental Health and Well-Being			
Activities:	Aim to include activities in each of the foundational areas:	Who is responsible for what:	Timeline/ Progress:
Be specific about what you want to do	<input type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships		
Our staff will use School Mental Health Ontario's Start Well: Five days of ready to use classroom activities to connect, calm and begin your day	<input checked="" type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships	Staff	September
Our school will integrate the Canadian 24-Hour Movement Guidelines for Children and Youth (aged 5-17) for use by schools and in classrooms.	<input checked="" type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships	Staff	All year
Our staff will become familiar with BrightBites as a resource for planning and implementing activities and initiatives to improve the school food culture	<input checked="" type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships	Staff	All year
Our staff will become familiar with School Mental Health Ontario (SMHO) resources i.e. use Everyday Mental Health Practices with their students.	<input checked="" type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships	Staff	All year

<p>At the beginning of each staff meeting we will practice a strategy using School Mental Health Ontario's Social-Emotional Learning Posters for Elementary / Social-Emotional Learning Posters for Secondary</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships 	<p>Principal, Vice-Principal</p>	<p>Monthly</p>
<p>School-wide participation in campaigns such as - The Great Big Crunch, The Great Gulp etc.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, Teaching and Learning <input checked="" type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships 	<p>Staff</p>	<p>World School Milk Day – Sept 27, 2023 Great Big Crunch – March 2024 Great Gulp – March 2024</p>
<p>Our school will use Strong Minds Strong Kids programs (Kids Have Stress Too - Preschool/Kindergarten; Grades 1-3; Grades 4-6; Stress Lessons - Grades 7-9; Grades 9-12) to create an emotionally-healthy environment in their classroom by promoting self-regulation and effective stress-management skills and strategies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, Teaching and Learning <input checked="" type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships 	<p>Staff</p>	<p>All year</p>
<p>We will use a strengths based approach to increase students' Developmental Assets and Developmental Relationships using the Search Institute & Lion's Quest Canada.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, Teaching and Learning <input checked="" type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships 	<p>Staff</p>	<p>All year</p>
<p>Our Senior division will organize 2 school wide activities that promote physical activity, mindfulness, healthy eating habits, and caring for others.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, Teaching and Learning <input checked="" type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships 	<p>Senior division</p>	<p>All year</p>

We will offer the Healthy Playground Activity Leaders in Schools	<input type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input checked="" type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships	Healthy PALS staff lead Public Health Nurse can offer training to staff leads	Start in October
Our school will offer intramural sports to support equity, inclusion, and health benefits of physical activity	<input type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input checked="" type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships	Staff & student leaders	All year
Our student leaders will use Garden, Grow and Learn resource to create and maintain a new school garden or greenhouse	<input type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input checked="" type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships	Student leadership team	April-June
Our school library will create a resource section on positive mental health promotion and mental illness including support services.	<input type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input checked="" type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships	Library staff	All year
Our school community parents and volunteers will take the You're the Chef leader's training to offer food skills program to students	<input type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input checked="" type="checkbox"/> Home, School, and Community Partnerships	Staff, Parent/Community volunteer & Public health nurse	October & January
Our school will create a "quiet corner" as a calming space to support self-regulation	<input type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input checked="" type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships	Staff	September

<p>Our school will borrow the SMDHU's tarmac stencils (PDF) and tarmac stencil games booklet (PDF) to paint the playground and help encourage students to be active at recess.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input checked="" type="checkbox"/> Social and Physical Environment <input type="checkbox"/> Home, School, and Community Partnerships 	<p>Healthy Schools Committee</p>	<p>February/March</p>
<p>Our school will share School Mental Health Ontario's How to Support a Mentally Healthy Back to School for your Child to parents to support their child's mental health</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input checked="" type="checkbox"/> Home, School, and Community Partnerships 	<p>Vice Principal & office staff</p>	<p>September</p>
<p>Our school will complement the Strong Minds Strong Kids programs that students are learning by offering a parent education session in partnership with our Public Health Nurse</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input checked="" type="checkbox"/> Home, School, and Community Partnerships 	<p>Staff Public Health Nurse</p>	<p>November / April</p>
<p>Our school will celebrate our activities in early May during Mental Health Week</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, Teaching and Learning <input type="checkbox"/> School and Classroom Leadership <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social and Physical Environment <input checked="" type="checkbox"/> Home, School, and Community Partnerships 	<p>Staff, student leaders</p>	<p>April-May</p>

Reflection:

The following page is to be completed at the end of the school year. Record at least one statement for each section. Refer back to your action plan when completing this section.

Did we achieve our goal?

Successes:



Encourage your Healthy Schools Committee to invite your School Health Public Health Nurse to participate in the reflection

Challenges:



Share the information:

We will share this information with others (staff, students, greater community) by:



Plan for next year:

Ideas for next year:

