



Annual Operating Plan Well-Being – 2017-18

We will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of staff and students

Goal: Staff, students and parents will promote health and well-being and will know how to access supports when needed.

Staff Wellness (Responsibility: S. Sincerbox)

<p>Strategies (What will we do?)</p>	<p>Assess and reflect on the status of employee wellness and create responsive wellness programs in Grand Erie.</p> <ul style="list-style-type: none"> • Consult with all departments and employee groups (e.g., focus groups conducted, employee survey distributed) • Arrange sessions (Wellness Wednesdays) open to all Grand Erie staff in identified areas (e.g., mental, physical, and social well-being). • Introduce staff well-being challenge to self-assess current state of lifestyle choices and raise awareness of the benefits of healthier living (e.g., healthier eating, stress management techniques, improved strategies to support building and maintaining relationships).
<p>Evidence of Progress (How well did we do it?)</p>	<p>Staff actively engaged in activities that enhance organizational well-being.</p> <ul style="list-style-type: none"> • Focus groups, consisting of representative stakeholders, conducted to validate plans and inform future direction aligned with Multi-Year Plan • Representation from a variety of employee groups attending the Wellness Wednesday sessions • A majority of Grand Erie staff complete the Grand Erie Wellness Bingo Card between October and May and confirmation of this is determined by participant survey.
<p>Status (Is anyone better off? How do we know?)</p>	

Goal: Create and promote an enabling environment where all students can participate fully in their education.

Student Wellness (Responsibility: L. Thompson, P. Bagchee)

Strategies (What will we do?)	Implementation of evidence-based mental health promotion and prevention programming <ul style="list-style-type: none"> • Implement an evidence-based Social-Emotional curriculum to primary-grade students (grade 1)
Evidence of Progress (How well did we do it?)	Implementation of evidence-based mental health promotion and prevention programming <ul style="list-style-type: none"> • Implement an evidence-based Social-Emotional curriculum to primary-grade students <ul style="list-style-type: none"> o Grand Erie Child and Youth Workers will be trained in the Promoting Alternative Thinking Strategies (PATHS) curriculum o The PATHS curriculum will be implemented in Grade 1 classrooms o Students will use skills learned in PATHs to regulate their behaviour
Status (Is anyone better off? How do we know?)	

Goal: Accessible work sites and programs will be available to students, staff and families.

Student Wellness (Responsibility: L. Thompson, W. Baker, P. Bagchee, C. Bibby)

<p>Strategies (What will we do?)</p>	<p>Supporting specific populations</p> <ul style="list-style-type: none"> • Work in partnership with the Safe Schools department to provide supports and resources to staff members to build awareness, knowledge and sensitivity to issues and concerns related to Indigenous, Newcomer and LGBTQ2S student populations • Provide support and resources to Indigenous, Newcomer and LGBTQ2S student populations • Provide supports and resources to staff members to continue to build awareness and knowledge to program effectively for students with learning disabilities in the math classroom
<p>Evidence of Progress (How well did we do it?)</p>	<p>Supporting specific populations</p> <ul style="list-style-type: none"> • Work in partnership with the Safe Schools department to provide supports and resources to staff members to build awareness, knowledge and sensitivity to issues and concerns related to Indigenous, Newcomer and LGBTQ2S student populations <ul style="list-style-type: none"> o Presentations and workshops will be provided for staff to build awareness and sensitivity o Resources, strategies and tools will be shared with school staff to promote the success of students • Work in partnership with the Safe Schools department and community agencies to provide support and resources to Indigenous, Newcomer and LGBTQ2S student populations <ul style="list-style-type: none"> o 'Safe spaces' will be created and supported in secondary and elementary schools o Presentations will be made to students to build awareness and sensitivity • Provide supports and resources to staff members to continue to build awareness and knowledge and to program effectively for students with learning disabilities in the math classroom <ul style="list-style-type: none"> o Special Education support staff will continue to learn alongside the K-12 Program team and, participate in the Renewed Math Strategy implementation
<p>Status (Is anyone better off? How do we know?)</p>	