



## Annual Operating Plan Well-Being – 2019-20

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><b>Strategies</b> (What will we do?)</p>	<ul style="list-style-type: none"> <li>• Consult with employee groups regarding areas of need where staff can best be supported in their wellbeing.</li> <li>• Develop a resource kit for administrators and managers to utilize in promoting and supporting wellness in their buildings/departments.</li> <li>• Utilize online resources via LifeSpeak and investigate options for making wellness information more accessible to more employees.</li> <li>• Establish a connection with local businesses and service providers that promote and support wellbeing, in order to obtain discounts and special offers for Grand Erie staff.</li> </ul>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>• LifeSpeak usage data is reviewed monthly</li> <li>• Monthly survey questions are distributed to all employees as part of a Wellness Wednesday email blast</li> <li>• Employees access local health and wellness services (e.g., participating health clubs and yoga studios) where discounts are offered to Grand Erie employees</li> <li>• Anecdotal feedback from administrators/managers is collected and analyzed during the November, March, and May Director’s Meetings to assess the use of the toolkit</li> </ul>
<p><b>Status</b> (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 – Elementary:** (Responsibility: L. Thompson, P. Bagchee)

<p><b>Strategies</b> (What will we do?)</p>	<p><b>Provide students and educators with opportunities for sequenced and grade-appropriate social-emotional learning. Support parent/family/caregiver through knowledge of social-emotional learning and skill development, mental health awareness and community resources.</b></p> <ul style="list-style-type: none"> <li>• Continue to implement the Promoting Alternative THinking Strategies (PATHs) program in grade one and/or grade four</li> <li>• Implementation evidence-based mental health promotion and prevention programming</li> <li>• Collaborate with classroom teachers and Learning Resource Teachers (LRTs) in the delivery of social-emotional, self-regulation, healthy relationships and mental health awareness programs and curriculum</li> <li>• Deliver targeted interventions to students who are at-risk</li> <li>• Pilot whole school social-emotional learning curriculum (Umbrella Project) at one elementary school</li> <li>• Partner with Woodview Children’s Mental Health and Autism Services in the delivery of Stop Now And Plan (SNAP program in two Strategies Classrooms</li> <li>• Introduce Elementary Wellness Champions in select elementary schools</li> </ul>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>• 90% of elementary schools will be exposed to, and receive support for, the delivery of grade-appropriate social-emotional learning</li> <li>• Within these elementary schools, parents/families/guardians will be provided with complementary information on social-emotional skills and strategies</li> <li>• Develop a bank of evidence based or informed Social-Emotional Learning (SEL) resources or programs</li> <li>• Child and Youth Worker (CYW) will be part of In-School Team, where they will provide advice, education and resources on social-emotional learning, self-regulation, healthy relationships and mental health awareness</li> <li>• Organize Chalk It Up activities during Mental Health Week</li> <li>• Established sixteen Elementary Wellness Champions</li> <li>• Surveys, referrals and anecdotal evidence from CYWs, classroom teachers, and LRTs to assess gains/impact/barriers in the delivery of SEL programming in the classroom</li> <li>• Monitor the implementation and effectiveness of structured and evidence-based interventions with students who may be at-risk</li> </ul>
<p><b>Status</b> (Is anyone better off? How do we know?)</p>	

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

<b>Strategies</b> (What will we do?)	<ul style="list-style-type: none"> <li>• Provide students and educators with opportunities for sequenced and grade-appropriate social-emotional learning</li> <li>• Support parent/family/caregiver through knowledge of social-emotional learning and skill development, mental health awareness and community resources</li> <li>• Implementation evidence-based mental health promotion and prevention programming</li> <li>• Collaborate with classroom teachers in the delivery of social-emotional, healthy relationships and mental health awareness programs and curriculum such as Stress Lessons and the Fourth R (Relationships)</li> <li>• Designate two social work positions to focus on mental health promotion and prevention in Grand Erie secondary schools</li> <li>• Create and deliver an evidence-based small group intervention for students to address anxiety and teach stress management</li> <li>• Use evidence-based interventions such as BRief Intervention for School Clinicians (BRISC) or Cognitive-Behavioural Therapy (CBT) when working with students</li> <li>• Roll out the 'Conquering Stress' resources and binder</li> <li>• Develop the 'Mindful Everyday' resources</li> <li>• Supporting community agencies in delivering a Jack Summit in the Haldimand and Norfolk areas</li> <li>• Continue to work with Secondary Wellness Champions</li> </ul>
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Increase awareness, knowledge and skills related to mental health and wellness among administrators and educators</li> <li>• 50% of secondary schools will be exposed to, and receive support for, the delivery of social-emotional learning</li> <li>• 100% participation among secondary schools, in the Secondary Wellness Champions initiative</li> <li>• Increasing 'student voice' within the Wellness Champions initiative</li> <li>• 100% of secondary schools roll out 'Conquering Stress' resources in both digital and binder formats, supported by Secondary Wellness Champions</li> <li>• Monitor number of referrals for counselling, and application of interventions (such as BRISC) through regular 'community of practice' meetings</li> <li>• Work with the Wellness Champions alongside the Mental Health Lead, other board staff and community agencies in planning, designing and implementing 'mentally healthy' resources and initiatives</li> </ul>
<b>Status</b> (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, P. Bagchee, K. Mertins)

<b>Strategies</b> (What will we do?)	<b>Supporting specific populations</b> <ul style="list-style-type: none"> <li>Maintain consistent, safe, and evidence-based professional practices with regards to suicide prevention, intervention and post-vention</li> </ul>
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>In-services will be provided to Grand Erie staff to ensure all are aware of the procedures in the Grand Erie Suicide Risk Protocol</li> <li>100% of staff will be aware of where to find the process to support others who may be demonstrating suicidal ideation</li> <li>Community partners will be made aware of protocol and procedures to support student suicide prevention, intervention and post-vention.</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	

<b>Strategies</b> (What will we do?)	<b>Improving accessibility through awareness building.</b> <ul style="list-style-type: none"> <li>Set the conditions for full participation in schools</li> </ul>
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>Partner with the Rick Hansen Foundation to provide all schools in Grand Erie with access to online resources to build staff and student awareness about accessibility in their buildings and programs</li> <li>Provide opportunities for schools to access speakers from the Rick Hansen Foundation to promote accessibility awareness</li> <li>Encourage all schools to implement ideas and activities to promote accessibility awareness in their buildings on Accessibility Awareness Day on December 3, 2019</li> <li>100% of schools participate in activities to promote awareness on Accessibility Awareness Day</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	