



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)

Strategies (What will we do?)	Assess and reflect on the status of employee wellness and create responsive wellness programs in Grand Erie. • 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).
Evidence of Progress (How well did we do it?)	Staff actively engaged in activities that enhance organizational well-being. • 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 attended the Wellness Wednesday sessions • A majority of Grand Erie staff completed the Grand Erie Wellness Bingo Card between October and May and confirmation of this is determined by participant survey and celebrated at the First Annual Grand Erie Wellness Fair
Status (Is anyone better off? How do we know?)	• A second survey was prepared and completed by members of all Grand Erie Staff Groups • Over 1200 people completed the survey • In response to questions raised by union leaders meetings occurred with all groups to share feed back from the survey and to develop plans going forward • Results demonstrated an increase in the percentage of staff members who know how to access supports for their well-being from 2015-16 to 2017-18 ◦ I am aware of supports available 51.5% (2016) -> 59.6% (2017). An increase of 8.1% ◦ I know how to access supports: 48.3% (2016) -> 57.7% (2017). An increase of 9.4% • Survey results also indicated that Grand Erie employees are seeking information about stress/mental health and work-life balance

	• Three Wellness Wednesday sessions occurred with each geographic area of the board being serviced ◦ Nutrition, Mindfulness, and Art Therapy were topics that were explored ◦ Attendance averaged 35 participants per session • Ongoing successful participation occurred in the Wellness Bingo Card challenge • Pop-up wellness event occurring in June where Grand Erie staff are invited to attend a Blue Jays game ◦ Over 100 people attending • Wellness Promotional Video being prepared to celebrate Grand Erie staff wellness efforts and promote ongoing wellness initiatives • Wellness fair occurred on May 16th to celebrate wellness and provide information to all employees on various products and services available in our community 29 vendors were present and almost 100 employees attended
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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 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 - Implement an evidence-based Social-Emotional curriculum to primary-grade students - Grand Erie Child and Youth Workers will be trained in the Promoting Alternative Thinking Strategies (PATHS) curriculum - The PATHS curriculum will be implemented in Grade 1 classrooms - Students will use skills learned in PATHS to regulate their behaviour
Status (Is anyone better off? How do we know?)	The PATHS curriculum was delivered in 11 Grade 1 classrooms throughout the school year. The program was delivered by the CYWs supported by the classroom teacher. A questionnaire was completed by the classroom teacher near the completion of the PATHS curriculum. All 11 Grade 1 teachers found that the PATHS program was beneficial for their students. All 11 Grade 1 teachers found that the students were able to recognize and communicate their own feelings. 10 of 11 teachers found that the PATHS curriculum was helpful in teaching their students social-emotional skills. 8 of 11 teachers felt that the PATHS curriculum created a classroom environment that was more beneficial to teaching their students. 7 of 11 teachers felt their students had learned self-regulation and calming skills. Next steps – Expand the implementation of the PATHS curriculum to additional Grade 1 classrooms.

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)

Strategies (What will we do?)	Supporting specific populations • 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 LGBTQ+ student populations • Provide support and resources to Indigenous, Newcomer and LGBTQ+ 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
Evidence of Progress (How well did we do it?)	Supporting specific populations • 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 LGBTQ+ student populations - 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 LGBTQ+ student populations - 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 - o Special Education support staff will continue to learn alongside the K-12 Program team and, participate in the Renewed Math Strategy implementation
Status (Is anyone better off? How do we know?)	The Equity Event in February was well attended, with 35 schools represented at the event. The event focused on unconscious bias and helping people to understand their own biases. This helps schools to be more inclusive through self awareness which directly impacts the experience of marginalized groups at school. Four schools have conducted Equity Walks after the event to identify areas of need in the school. The information from the Equity walk is being used to guide and assist with school achievement planning and school council projects. Schools are engaging in projects that reflect their unique identities that will support the well-being of students and staff by bringing a lens of equity to the projects they are choosing (e.g. a lacrosse program, a student leadership camp and a student conference day are examples). Classroom teachers participated in intensive learning about the learning profile of students with learning disabilities in the math classroom. Exit cards from the session provide the following data: Teachers appreciated... • Information shared in Differentiated Instructional handout

	• Guiding questions for planning differentiation • Information on the Student Profile • Examples of how to differentiate in math Teachers reflected and made comment on... • Developing a deeper understanding of the learner with a learning disability • 4 areas of differentiation • There is no single way to differentiate • The importance of flexible groups, pre-assessment • Differentiation needs to be connected to the Student Profile Questions/Wonderings... • When the range of students in the classroom is too wide, what do you do? • How do you grade tiered lessons? • Shouldn't pre-assessment also be differentiated? • At what point does differentiation become modifications? • Where do I find the time to prepare differentiation in my class? Next Steps in my Practice... • More anchor charts with key words, symbols, processes, etc. • Make use of more manipulatives • Use three to four low-prep strategies regularly • Conferencing with students • Offer one piece of DI in my next math unit • Evaluate my math environment using the lens of the learner with a learning disability • Start with pre-assessment practices • Make more use of flexible groupings • Learning style assessments • Use Mathies more • Explore LD@School • Collaborate with System Learning Resource Teacher for Differentiation Next Steps – • Develop strategies to monitor and measure the impact of staff professional learning on student well-being outcomes. • Reflect on the themes provided by classroom teachers for Questions/Wonderings/Next Steps in my Practice to guide professional learning opportunities provided next year
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