



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>Strategies (What will we do?)</p>	<ul style="list-style-type: none"> Consult with employee groups regarding areas of need where staff can best be supported in their wellbeing. Develop a resource kit for administrators and managers to utilize in promoting and supporting wellness in their buildings/departments. Utilize online resources via LifeSpeak and investigate options for making wellness information more accessible to more employees. 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. <p>COVID-19 impacts</p> <ul style="list-style-type: none"> LifeSpeak added 30 videos in response to COVID-19 pandemic and offered staff greater access to training volumes to meet unique needs, including participation in Mental Health Marathon in early May.
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> LifeSpeak usage data is reviewed monthly. Login questions were created to help identify user groups while maintaining user privacy. Committee has secured 14 local health and wellness services (e.g., participating health clubs and yoga studios) where discounts are offered to Grand Erie employees Anecdotal feedback from administrators/managers is collected and analyzed during the November, March, and Director's Meetings, as well as regular emails from staff following weekly email blasts. Executive Council supports administrators and supervisors taking staff wellness into consideration when planning priorities staff professional development activities. A new logo has been selected that will form a connection between Grand Ere wellness events and initiatives, including LifeSpeak, our online platform. An uptake in staff accessing LifeSpeak occurs in the days following the release of the Wellness Wednesday email blast.
<p>Status (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> Grand Erie staff, family, and friends have accessed 1,121 wellness training videos between January 1-April 6, 2020. The average is approximately 350 views per month. This increases during months where a contest is held. Steady usage of LifeSpeak platform compliments offer to continue use of online platform into the 2020-21 school year pending budget approval.

	<ul style="list-style-type: none">• Grand Erie staff are accessing local businesses, identified by the Staff Wellness Committee, that provide products and services associated with health and wellness. Other local businesses have reached out to be included via word of mouth and staff actively canvassing prospective business owners. <p>COVID-19 impacts</p> <ul style="list-style-type: none">• Wellness resource kit release was delayed due to job action and COVID-19 pandemic.• Spring wellness contest for staff engagement was delayed due to COVID-19 pandemic.
--	---

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>Strategies (What will we do?)</p>	<p>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.</p> <ul style="list-style-type: none"> • Continue to implement the Promoting Alternative THinking Strategies (PATHs) program in grade one and/or grade four • Implementation evidence-based mental health promotion and prevention programming • 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 • Deliver targeted interventions to students who are at-risk • Pilot whole school social-emotional learning curriculum (Umbrella Project) at one elementary school • Partner with Woodview Children’s Mental Health and Autism Services in the delivery of Stop Now And Plan (SNAP program in two Strategies Classrooms <p>Introduce Elementary Wellness Champions in select elementary schools</p>
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • 90% of elementary schools will be exposed to, and receive support for, the delivery of grade-appropriate social-emotional learning • Within these elementary schools, parents/families/guardians will be provided with complementary information on social-emotional skills and strategies • Develop a bank of evidence based or informed Social-Emotional Learning (SEL) resources or programs • 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 • Organize Chalk It Up activities during Mental Health Week • Established sixteen Elementary Wellness Champions • 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 • Monitor the implementation and effectiveness of structured and evidence-based interventions with students who may be at-risk
<p>Status (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> • CYWs delivering Promoting Alternative THinking Strategies (PATHs) program in grade one and/or grade four in 26 elementary schools. • 90% of elementary schools have received grade-appropriate social emotional, self-regulation and/or healthy relationships programming. • CYWs providing support and/or resources to educators to assist with students’ social emotional and/or self-regulation development. • CYWs and Mental Health Lead created parent/guardian parent letters and newsletters that complement the programs/lessons being taught in the classroom. This work was completed and is housed in OneNote.

	<ul style="list-style-type: none"> Using OneNote, to house a bank of evidence based or informed social emotional resources used for classroom lessons and targeted prevention of mental health problems. CYWs and SWs participated in professional development and the development of resources based on Dr. Shanker’s Self Regulation framework <p>COVID-19 impacts</p> <ul style="list-style-type: none"> CYWs providing targeted intervention to at risk students. This work had just begun when schools were closed due to COVID-19 outbreak. CYWs created activities for families and two videos focussed on coping and self-care during school closures. CYWs and Woodview Children’s Mental Health and Autism Services staff delivering SNAP lessons in two Strategies classrooms. This work had just begun when schools were closed due to COVID-19 outbreak.
--	---

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

<p>Strategies (What will we do?)</p>	<p>Provide students and educators with opportunities for sequenced and grade-appropriate social-emotional learning</p> <p>Support parent/family/caregiver through knowledge of social-emotional learning and skill development, mental health awareness and community resources</p> <ul style="list-style-type: none"> Implementation evidence-based mental health promotion and prevention programming 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) Designate two social work positions to focus on mental health promotion and prevention in Grand Erie secondary schools Create and deliver an evidence-based small group intervention for students to address anxiety and teach stress management Use evidence-based interventions such as BRief Intervention for School Clinicians (BRISC) or Cognitive-Behavioural Therapy (CBT) when working with students Roll out the ‘Conquering Stress’ resources and binder Develop the ‘Mindful Everyday’ resources Supporting community agencies in delivering a Jack Summit in the Haldimand and Norfolk areas Continue to work with Secondary Wellness Champions
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> Increase awareness, knowledge and skills related to mental health and wellness among administrators and educators 50% of secondary schools will be exposed to, and receive support for, the delivery of social-emotional learning 100% of secondary schools received ‘Conquering Stress’ resources in both digital and binder formats. 50% of secondary schools have received social emotional and/or healthy relationships programming Delivering stress management activities and resources to students prior to exams
<p>Status (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> Each Secondary School given Conquering Stress binders. Conquering Stress digital resources available on Brightspace for Grand Erie staff 2 Social Workers assigned to mental health promotion and prevention

	<ul style="list-style-type: none"> • 5 Social Workers have been trained in Brief Intervention for School Counsellor (BRISC) and have begun a community of practice to support implementation and best practices. • Supported Jack Summit on Friday November 22nd at Hagersville Secondary School <p>COVID-19 impacts</p> <ul style="list-style-type: none"> • 100% participation among secondary schools, in the Secondary Wellness Champions Initiative. This work could not be completed due to work sanctions. • Increasing ‘student voice’ within the Wellness Champions initiative This work could not be completed due to work sanctions. • Monitor number of referrals for counselling, and application of interventions (such as BRISC and CBT) through regular ‘community of practice’ meetings. This work could not be completed due to school closure. • 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. This work could not be completed due to work sanctions.
--	---

Goal: Providing mental health resources and support for staff, students and parent/caregivers during COVID-19.

Student Wellness – Elementary and Secondary: (Responsibility: L. Thompson, P. Bagchee, C. Bibby)

Strategies (What will we do?)	Develop a plan to provide resources and supports to schools and families during the pandemic
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Providing updates on Community Agencies • Resource: Talking to Children About COVID-19 and Teens-Caring for Yourself During COVID-19 • CYWs complete weekly Spec Ed Calendars on Self-Care and Self-Reg • CYW videos on coping and staying mentally healthy & positive • Mental Health Awareness Week resources and activities for children and youth • Safe School webinar: Coping with COVID-19 • Providing resources and links from School Mental Health Ontario and Kid’s Help Phone. • CYWs & SWs attending School Teams and Resource Team meetings to discuss student needs and supports. • Providing families with information on free webinars such as Pandemic Parenting Playbook • Social Workers providing Student Wellness Checks • Mental Health & Addictions Nurses referrals completed • CYW helping Admin and teachers contact Indigenous families • CYWs & SWs providing families with information on community resources, food banks, etc. • ACs, SLPs, Psych Staff providing outreach to families to support connection to distance learning
Status (Is anyone better off? How do we know?)	Students and families sharing with Grand Erie MHW and community partners that the outreach has supported their mental health and well-being

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

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

<p>Strategies (What will we do?)</p>	<p>Supporting specific populations</p> <ul style="list-style-type: none"> Maintain consistent, safe, and evidence-based professional practices with regards to suicide prevention, intervention and post-vention
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> In-services will be provided to Grand Erie staff to ensure all are aware of the procedures in the Grand Erie Suicide Risk Protocol 100% of staff will be aware of where to find the procedure to support others who may be demonstrating suicidal ideation
<p>Status (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> Social Workers review Suicide Risk Protocol at Resource Team meetings in September or October. LRTs were trained in SafeTALK. <p>COVID-19 impacts</p> <ul style="list-style-type: none"> Community partners will be made aware of protocol and procedures to support student suicide prevention, intervention and post-vention. This work could not be completed due to school closure. This work will continue to be an area of focus in 2020-21

<p>Strategies (What will we do?)</p>	<p>Improving accessibility through awareness building.</p> <ul style="list-style-type: none"> Set the conditions for full participation in schools
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> 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 Provide opportunities for schools to access speakers from the Rick Hansen Foundation to promote accessibility awareness Encourage all schools to implement ideas and activities to promote accessibility awareness in their buildings on Accessibility Awareness Day on December 3, 2019 100% of schools participate in activities to promote awareness on Accessibility Awareness Day
<p>Status (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> To date, there have been 9 Grand Erie schools register with the Rick Hansen Foundation 8 accounts have placed an order for or have downloaded resources <p>COVID-19 impacts</p> <ul style="list-style-type: none"> Schools were unable to fully partner with the Rick Hansen Foundation RHF provided online learning opportunities to support distance learning in the areas of inclusion and accessibility