



Annual Operating Plan Well-Being – 2018-19

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 departments and employee groups, using focus groups to confirm information gathered from the Employee Wellness Survey (2017-2018) that identified the most prominent stressor areas impacting employee wellness (e.g., mental health, work-life balance, family, relationships, financial). • Evaluate, as a committee, on-line resource tools (e.g., LifeSpace) that staff members and their families can access, on a 24/7 basis, that provide information and support on targeted stressors areas. • Introduce the selected on-line tool to a sample of schools/departments in order to determine its effectiveness for a potential system-wide implementation.
<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 group findings are cross referenced with Employee Wellness Survey (2017-2018) to identify most prominent stressor areas impacting employee wellness. • On-line resource tool is identified and purchased that provides effective and accessible supports to staff members and their families in identified stressor areas.
<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 – Elementary: (Responsibility: L. Thompson, P. Bagchee)

Strategies (What will we do?)	<p>Implementation of evidence-based mental health promotion and prevention programming</p> <ul style="list-style-type: none"> • Continue to implement the PATHs program to grade one students in current and in additional schools • Implement booster lessons to students in grade 2 who received the PATHS program last year. • Deliver the Grade 4 PATHS program in a selected number of schools (pilot project). • Introduce Elementary Wellness Champions in select school
Evidence of Progress (How well did we do it?)	<p>Implementation of evidence-based mental health promotion and prevention programming</p> <ul style="list-style-type: none"> • Continue to implement the PATHs program to grade one students in current and in additional schools <ul style="list-style-type: none"> -Child and Youth Worker to implement the PATHs program in grade one classrooms -classroom teacher to participate in and support the program • Implement booster lessons to students in grade 2 who received the PATHS program last year. • Deliver the Grade 4 PATHS program in a selected number of schools (pilot project). • Pre- and Post- evaluation to measure success.
Status (Is anyone better off? How do we know?)	

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

Strategies (What will we do?)	<p>Implementation of evidence-based mental health promotion and prevention programing.</p> <ul style="list-style-type: none"> • Designate a social work position to focus on mental health promotion and prevention in Grand Erie high schools. • Create and deliver an evidence-based small group withdrawal for student to address anxiety and teach stress management. • Facilitate the roll out of Jack Talk presentations across Grand Erie • To introduce and help in the delivery of Stress Lessons by some Secondary School Health and Phys. Ed teachers (pilot project) through the work of Secondary Wellness Champions
Evidence of Progress (How well did we do it?)	<p>Implementation of evidence-based mental health promotion and prevention programing.</p> <ul style="list-style-type: none"> • Implement small group withdrawal in Grand Erie high schools <ul style="list-style-type: none"> ○ Social Worker and Mental Health Lead to research and develop a small group to address anxiety and stress management using evidence-based research. ○ Social Worker and Mental Health Lead will develop group criteria, informed consent and group descriptions to provide informed consent. ○ Social Worker will work with assigned support staff to deliver and evaluate this group.

	<ul style="list-style-type: none"> ○ The group will be rolled out to schools, in each geographic area of the board. Partial implementation in the 2018-2019 school year. ○ Students will begin to use the strategies learned in the group to manage their symptoms of stress and anxiety. ● Implement the roll out of Jack Talks across Grand Erie. <ul style="list-style-type: none"> ○ Social Worker will work with the Mental Health Lead to organize and facilitate the roll out of Jack Talk presentations ● Social Worker and Mental Health Lead will develop pre and post evaluation to evaluate success.
<p>Status (Is anyone better off? How do we know?)</p>	

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, K. Mertins)

<p>Strategies (What will we do?)</p>	<p>Supporting specific populations</p> <ul style="list-style-type: none"> ● Provide supports and resources to staff members to build awareness, knowledge and sensitivity to issues and concerns related to Special Education, Mental Health, Indigenous, Newcomer and LGBTQ2S student populations
<p>Evidence of Progress (How well did we do it?)</p>	<p>Supporting specific populations</p> <ul style="list-style-type: none"> ● Provide supports and resources to staff members to build awareness, knowledge and sensitivity to issues and concerns related to Special Education, Mental Health, Indigenous, Newcomer and LGBTQ2S student populations <ul style="list-style-type: none"> ○ A video series entitled “Celebrating Diversity” will be rolled out in September 2018 as a part of a larger strategy for increasing equity awareness and celebrating diversity. ○ The resource document “Leading Mentally Healthy Schools” will be in-serviced at Family of Schools meetings. ○ The Ontario Human Rights Commission’s policy on “Accessible Education for Students with Disabilities” will be in-serviced at Director’s meetings. ● Pre- and post-evaluations will be conducted to measure success.
<p>Status (Is anyone better off? How do we know?)</p>	