



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>As of May 6, 2019 – Update:</p> <ul style="list-style-type: none"> • LifeSpeak was identified and selected as the on-line resource tool to provide supports to staff members and their families, on a 24/7 basis, in 10 identified areas. • LifeSpeak was launched, through the Grand Erie Staff Portal and through individual invitations, on October 17, 2018. Staff members and their families have been accessing the content on LifeSpeak, as evidenced through the following: • As of May 6, 2019 there have been 3,888 trainings accessed (video, audio presentations, tipsheets) by staff members and their families. • As of May 6, 2019 there have been 18,604 minutes of on-line training delivered. • As of May 6, 2019, 100% of the ten content libraries have been accessed. • The top three trainings have been: Stress Management and Resilience, Mental Health, and Preventative Health • The top five categories have been: Addressing Anxiety Head On, A Practical Guide to Mindfulness, Travelling Through Grief, The Power of Movement and Stress Mastery.

<p>Status (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> • Anecdotal feedback from staff has been positive. • LifeSpeak has benefitted staff by providing 24/7 access to current and relevant wellness information that can be accessed on any device at any location. LifeSpeak also provides staff members with direct links to the Employee Assistance Program (EAP) and if required, as dictated by employee circumstances, the LifeSpeak account manager can tailor content to Grand Erie needs. The LifeSpeak platform also offers opportunities for employees to access personally relevant and timely professional development to support their mental health and wellness needs. • Staff are emailed links to latest LifeSpeak content every month. There are consistent replies indicating positive praise or questions about further wellness programs. • Almost 500 entries in the LifeSpeak Watch and Win contest. • Committee to develop an on-going method of generating data, such as a monthly “check in” survey, to gauge employee wellness and rates of accessing supports.
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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>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
<p>Evidence of Progress (How well did we do it?)</p>	<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 • 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. <p>As of January 31, 2019 – Update:</p> <ul style="list-style-type: none"> • 18 Grade 1 classrooms are receiving the PATHS program delivered by the CYWs and supported by the classroom teachers • 3 Grade 2 classrooms received PATHS booster lessons • 5 Grade 4 classrooms received the PATHS program delivered by the CYWs and supported by the classroom teachers • All Pre-evaluations completed by classroom teachers • Established 16 Elementary Wellness Champions
<p>Status (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> • PATHS Grade 1 program was delivered in 18 classrooms, for a total of 351 students learning social-emotional skills (Self Regulation, Self Awareness, Social Awareness, Responsible Decision Making, Relationship Skills). • Anecdotal comments were collected from Grade 1 students about what they learned in PATHS, they shared that they learned to always try their best, to have good manners, to spread kindness, to understand that all feelings are okay, and to be a good friend. The students also shared that PATHS is important to them because they learned to be brave, learned appropriate behaviour, learned how to calm themselves, learned how to be calm and how to listen to friends. Teachers have shared that they love the program and all that have currently used it in their classrooms wish to have it again next year. • 3 Grade 2 classrooms received PATHS Booster lessons, for a total of 59 students participating in Booster lessons. • PATHS Grade 4 program was delivered in 5 classrooms, with 118 students received this social-emotional learning program. • All Pre-evaluations completed by classroom teachers. Post evaluations will be completed at the end of the PATHS program.

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

<p>Strategies (What will we do?)</p>	<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
<p>Evidence of Progress (How well did we do it?)</p>	<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. ○ 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>As of January 31, 2019 – Update:</p> <ul style="list-style-type: none"> • 11 Secondary Schools received mental health awareness presentations (Jack Talks) • Established a Social Worker focussed on Secondary School mental health promotion and prevention • Developed and implementing a workshop (6 interrelated lessons) on Stress Management and Anxiety Reduction for vulnerable students (targeted prevention) • Stress Management and Anxiety Reduction workshops will be delivered during the winter and spring to 3-5 Secondary Schools • Introduced and evaluated Stress Lessons delivered by a Secondary School Health and Phys. Ed teacher. • Expanded the use of Stress Lessons through the Secondary Wellness Champions • Developing resources for Stress Management and Anxiety Reduction for Secondary School teachers and students

<p>Status (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> • 11 Secondary Schools received mental health awareness presentations (Jack Talks), for a total of 3964 student participants. As a result, Jack Chapters were established in several schools. • Social Worker delivered 6 interrelated workshops/lessons on Stress Management and Anxiety Reduction for at-risk students (targeted mental health prevention). A total of 35 students participated in these workshops. A formal evaluation of the program was initiated in May 2019. • Stress Lessons delivered by a Secondary School Health and Phys. Ed teacher supported by CYW and Mental Health Lead. 79 students participated in this program. • Developed two resource Binders. One Binder for Stress Management (Conquering Stress) and the other Binder focussing on Mindfulness (Mindful Everyday). • Conquering Stress Binder discussed at Guidance Heads, Student Success and Secondary Wellness Champs meetings. • Information in the Binders will be provided on-line on the Grand Erie Mental Health page
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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"> o 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. o The resource document “Leading Mentally Healthy Schools” will be in-serviced at Family of Schools meetings. o 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. • Education with secondary teachers and administrators regarding cannabis and youth (50 teachers and 15 administrators in attendance for workshops) • Parent Forum on May 4, 2019 in collaboration with community partners to educate parents and allies regarding substance use and youth (120 in attendance) <p>As of January 31, 2019 – Update:</p> <ul style="list-style-type: none"> • Equity PD package sent to every school and department to be used with staff, along with videos and classroom activities, survey monkey feedback from staff indicates resources were helpful (90%) • Unique Equity/safety issues have been addressed through Safe and Inclusive Schools (100 consultations between Sept-Dec 2018) • Individualized PD sessions for schools who request intervention with classrooms (15 schools) • Equity PD session with Equity Leads, featuring Unlearn resources- 77% of schools in attendance, with follow up arranged for those schools who could not attend through Safe and Inclusive Schools team • 86-100% of participants rated the Unlearn session as “significantly useful”, 76-84% of participants rated Poverty and 79-84% rated the Abilities session as “significantly useful” • “Leading Mentally Healthy Schools” continues to be shared at both secondary and elementary director’s meeting break-out sessions • Sections 1-8 of the OHRC “Accessible Education for Students with Disabilities” has been shared with administrators at Director’s meetings

	<ul style="list-style-type: none"> • Sharing of the OHRC document has been a collaborative effort among special education, safe and inclusive schools and elementary program departments
<p>Status (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> • Leading Mentally Healthy Schools resources provided to Elementary and Secondary Administrators, and also discussed at Secondary Wellness Champs and Guidance Heads meetings. • An awareness and understanding of the concepts in Leading Mentally Healthy Schools has benefitted staff by providing them with tools and strategies to support students struggling with mental health and wellness • Components of the OHRC Policy on Accessible Education for Students with Disabilities continues to be rolled out to school administrators. An awareness and understanding of the concepts in the OHRC Policy on Accessible Education for Students with Disabilities has benefitted school administrators by helping them understand their duty to accommodate all students based on their particular need, whether they have an identified special need or not. This document has supported school administrators to understand why Universal Design for Learning and Differentiated Instruction are essential practices for all teachers in all classrooms. • Safer Spaces training offered to Secondary school teachers to increase awareness and support for LGBTQ+ students along with presentations to school staffs requesting increased knowledge regarding supporting LGBTQ+ students and families (10 schools).