



School Culture and Well-Being Programs





School Culture Well-Being

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School Culture Well-Being

Grand Erie Multi-Year Plan Priority:

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

Department Goal

Increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being.

At Grand Erie, our goal is to support students, parents/caregivers, and schools in promoting mental health and well-being, and a positive, inclusive school climate. Through available training, and programs and services provided by School Culture and Well-Being school-based staff, educators and students will develop a deeper understanding of student individual needs, lived experiences, and circumstances. Educators will also be supported by in working with parents/caregivers and community partners to meet individual student needs through equitable and trauma-informed interventions and program offerings.

Program Offerings


Promoting mental health and well-being in schools is crucial for fostering a supportive and nurturing environment where students can thrive academically and personally. Programming designed to reduce stress, anxiety, vaping and substance abuse, and struggles with self-regulation enable students to focus better, improve attendance and achieve their full potential. Additionally, supports that teach healthy relationships, coping skills and resilience prepare students for future challenges, contributing to their overall development, health and success in life.

Mental health and well-being supports are provided in Grand Erie schools by School Culture and Well-Being staff who include Child and Youth Workers (CYWs), and Social Workers (SWs).

School Culture Well-Being

Role of the Child and Youth Worker


Grand Erie's School Culture and Well-Being department currently includes school-based CYWs who each support a cluster of schools.



CYW SERVICES


SCHOOL CULTURE AND WELL-BEING

Role of the Child & Youth Worker



Overview of Supports

Student Supports	Classroom and Group Supports	School Supports
<p>Individual Skill Building:</p> <ul style="list-style-type: none"> Mental health Self-regulation Peer interactions Flexible thinking Conflict resolution Self-esteem Consent 	<ul style="list-style-type: none"> Support school in completing the Self-Regulation Support Plan Staff training and consultation on student self-regulation through a stressor-reduction approach Classroom Programs <ul style="list-style-type: none"> Social Emotional Learning Self-Regulation Healthy Relationships Mental Health & Well-Being Small group skill building both inside and outside the classroom 	<ul style="list-style-type: none"> Strategic whole class and small group Interventions Personalized coaching for SEL and self-regulation Skills Facilitation of School-Based Programs ie. Recess Program Expert consultation and resource provision Empowering Teachers and Caregivers by providing Community Connections Strategic Collaboration with Key Community Partners Professional Learning Comprehensive Support for Mental Health Week Tailored Support for Secondary Students' Well-Being

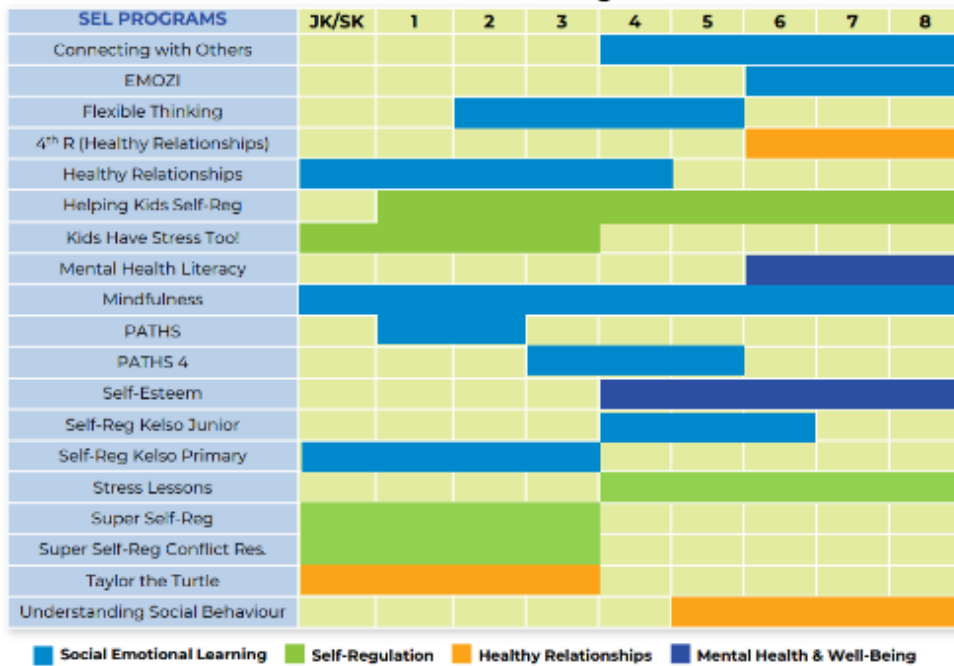


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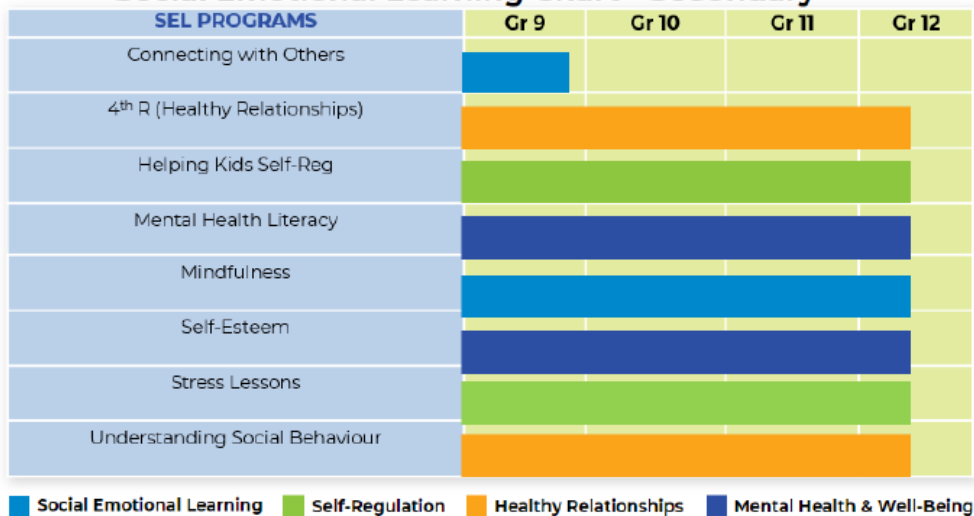
School Culture Well-Being

These CYWs support student skill development and provide Social Emotional Learning (SEL) programs designed to foster emotional intelligence, self-regulation, resilience, and interpersonal skills among children and adolescents.

Social Emotional Learning Chart



Social Emotional Learning Chart - Secondary



School Culture Well-Being

Role of the Social Worker

Grand Erie's school-based School Culture and Well-Being staff include SWs who each provide services to a cluster of schools. SWs provide student supports, such as short-term counselling, family supports such as assistance navigating community services, and school supports such as case conference participation and support planning.

SOCIAL WORK SERVICES
SCHOOL CULTURE AND WELL-BEING

Role of Social Worker

Overview of Supports

Student Supports	Family/Caregiver Supports	School Supports
<ul style="list-style-type: none"> • Short-term counselling • Support planning and return from hospital care planning • Overcoming barriers that interfere with academic success • Empowering student advocacy • Culturally relevant supports and awareness • Small group mental health education • Community service connections • Mental health safety planning • Mental Health and Addiction Nurse (MHAN) referrals 	<ul style="list-style-type: none"> • Community liaison and service navigation • Comprehensive caregiver, and School Team/Staff Consultation and Support • Empowering family and caregiver advocacy • Tele-Psychiatry referrals • Caregiver workshops 	<ul style="list-style-type: none"> • Case conferences and Support planning meetings • Comprehensive School Team/ Staff consultation and support • System training/development • Proactive restorative practices and equity initiatives • Support for school based mental health Initiatives and community building • Traumatic Events Response support • Assessment of Risk to Others (ARTO) • Commitment to cultural awareness and capacity building • Innovative Wellness Rooms • Anti-Racist and Anti-Oppressive Work

School Culture Well-Being

Role of the Attendance Counsellor



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ATTENDANCE COUNSELLOR

SCHOOL CULTURE AND WELL-BEING

Role of Attendance Counsellor




Overview of Supports

In Consultation with School Administration

Student Supports	Family/Caregiver Supports	School Supports
<ul style="list-style-type: none"> Reviewing and identifying attendance barriers Help with planning and implementing a return to school after absences Supporting the removal of barriers that interfere with academic success Empowering student advocacy Culturally relevant supports and awareness Community service connections In-home support when needed Connecting with in-school supports, caring adult, extra-curriculars, clubs and groups Provide information on alternative programming if appropriate 	<ul style="list-style-type: none"> Collaborate with caregivers to determine barriers to success Community liaison and service navigation Comprehensive caregiver Consultation and Support Empowering family and caregiver advocacy Liaising with school - admin, teachers, and other staff Promote effective communication between home and school and encourage on- going communication 	<ul style="list-style-type: none"> Consultation Case conferences and Support planning meetings for attendance concerns Comprehensive School Team/ Staff consultation and support System training/development Anxiety related resources Support school in creating a sense of belonging School based attendance initiatives School team consultation and removal of barriers to attendance by determining intentional supports and pathways to care

School Culture Well-Being


Role of Safe and Inclusive Schools



SAFE AND INCLUSIVE SCHOOLS

SCHOOL CULTURE AND WELL-BEING

Safe and Inclusive Schools Prevention and Intervention Programs



Overview of Supports

In Consultation with School Administration

<p>Prevention Programs School Preservation</p> <ul style="list-style-type: none"> School based supports pre and post suspension that help students to be successful Risk assessment and interventions planning Transition Planning and school based support post suspension Barrier identification and resolutions Empowering student advocacy Culturally relevant support Community service connections 	<p>Intervention Programs Voluntary Withdrawal</p> <ul style="list-style-type: none"> This program provides a necessary alternative for students who require a break from the regular school environment. It integrates both educational and social-emotional components, ensuring a holistic approach to student development. <p style="text-align: center;">Long-term Suspension/Expulsion</p> <ul style="list-style-type: none"> This program addresses suspensions lasting six days or longer and expulsions, incorporating essential educational and social-emotional components. It supports students by facilitating their academic progress and emotional well-being. 	<p>Alternative Programs offered in our Intervention and Prevention Programs (dependent on availability)</p> <ul style="list-style-type: none"> Horse Farm: Equine Therapy based program that includes horse and farm work. YMCA: Alternative to suspension program. Students attend for skill building sessions during suspension and pre-suspension. Access to YMCA programming and facilities is available. Boys and Girls Club: Access and use of Boys and Girls club activity space, participate in programs and build skills. Land Based Learning: Indigenous Learning from the land program. Open to both indigenous and non-indigenous students
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School Culture Well-Being

Accessing Supports

Both CYWs and SWs have been assigned to specific schools and are available to act as members of the School Team for these designated schools. Parental consent is required before CYWs and SWs provide supports to small groups of students, or individual students.

Additional Information

Programs are reviewed annually to ensure that they are curriculum-based and age-appropriate.

Both SWs and CYWs work collaboratively with administrators, staff, parents and the Mental Health Lead to assess and program for student needs.

Additional Resources

- [Guide to Anxiety](#)
- [Attendance Strategy](#)
- [Shanker Self- Regulation Course Offerings](#)

Grand Erie Multi-Year Plan

School Culture and Well-Being programs and services support all indicators of Learn Lead Inspire and the following statement: we will, together, build a culture of Learning, Well-Being and Belonging to inspire each learner



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