

Mental Health & Well Being

Progress Report and Strategic Plan

2016 ~ 2017



Bruce-Grey Catholic District School Board

Vision Statement

The Bruce-Grey Catholic District School Board honours and recognizes that mental health and academic achievement are interconnected. Students are supported in enjoying life to the fullest and achieving their God given potential. Respecting dignity of the human person, inclusion and building resiliency enables us to *'Let Our Light Shine'*.

Introduction

This past year, Pope Francis invited us to 'Open the Doors of Mercy'; to reset and renew our commitment to all those we work with and serve, through compassion and living the Gospel values. The year of Mercy has been an opportunity to walk with the most vulnerable in our community while also demonstrating self-compassion and forgiveness. Embedding this theme throughout the year has allowed us to deepen our commitment to providing mentally healthy environments for both staff and students. As outlined in the Directors Report, 2015 *"Some of our most significant accomplishments have been in the area of student well being, as we educate, train, and support mental health initiatives that support the whole person, both for students and staff"*.

With this back drop our mental health strategy for 2015-2016 continued to focus on three primary goals: Strengthening organizational conditions necessary to support the implementation of a mental health strategy, effective staff professional development and the implementation of universal evidence based programs. As a Board, significant shifts in thinking and intention have been apparent as we have strategically targeted these three goals. A common supportive language around mental health has taken hold amongst staff and students, links between mental health and our faith have become explicit and a culture of non-stigmatizing 'Mercy' has begun to take hold. Mental Health and well-being was identified as an area of priority as we explored the Boards overall strategic plan for the next five years and Mental Health has been embedded in the four pillars of the plan. Building on the gains attained in all three mental health & well-being goals, the focus for 2016 - 2017 will be on developing mentally healthy environments where staff feel well equipped in the role of the caring adult and students are supported toward positive outcomes in well-being and achievement. The following report summarizes to date, the progress made through the 2015 - 2018 Mental Health & Well-Being Strategic Plan and outlines system goals moving forward as identified by the Mental Health Leadership Team. System goals are summerized in the chart below:

Mental Health & Well-Being goals 2016 - 2017

1. Organizational Conditions

- Work to Sustain gains and embed mental health and well-being in all that we do
- Develop a Mental Health Communication Strategy
- In service a new System Support Team Navigation Tool
- Implement a Board wide Student Mental Health & Well-being survey
- Continue to explore partnerships and services for those students who require intensive supports (tier 3)

2. Staff Professional Development

- Continue with P.D. plan as per Mental Health Pyramid
- Develop and implement a plan for supporting Mental Health in the Early Years
- Support staff in maintaining mentally healthy environments and understanding their role as a 'Caring adult'
- In service SMH - ASSIST modules on Well-Being, Anxiety, Mood and ADHD

3. Universal, Evidence Based Programs

- Expand implementation of 'Mental Health & Well Being for Catholic Schools'
- Introduce mental health initiatives in the Early Years Program

Let us be renewed by God's mercy, let us be loved by Jesus, let us enable the power of his love to transform our lives too; and let us become agents of this mercy, channels through which God can water the earth, protect all creation and make justice and peace flourish.

Easter Urbi et Orbi Pope Francis, message on March 31, 2013

Organizational Conditions - Progress Report

Organizational Conditions	Evidence
1. Commitment to Mental Health	<ul style="list-style-type: none"> ✓ Mental Health & Well-Being has been incorporated into the Board improvement plan ✓ Mental Health Advisory Committee established with key stakeholders ✓ Mental Health Leadership Team established at the system level ✓ Mental Health Teams established in 12 of 13 schools ✓ Tangible support for mental health initiatives including financial support, staffing, resources, embedded P.D. opportunities and professional learning at the Administrative level ✓ Mental Health & Well-Being has been incorporated into school improvement plans and theories of action ✓ Mentally Healthy Environments identified as a goal in Board Strategic Plan
2. Mental Health Leadership	<ul style="list-style-type: none"> ✓ Multi-disciplinary Mental Health Leadership Team established with responsibility for setting Board direction on Mental Health and supporting various implementation strategies ✓ School based mental health teams established in most sites ✓ Senior Administration provided with school specific mental health & well-being data to inform school 'Thinking Together' sessions. ✓ Mental Health Leadership team completed P.D. on 'Well Aware...' book by P. Carney
3. Clear & Focused Vision	<ul style="list-style-type: none"> ✓ Vision and mission for mental health & well-being created collaboratively and aligned with board priorities and initiatives ✓ Shared with staff throughout the system in staff groupings ✓ Used as foundation, by the Mental Health Leadership team when making decisions or taking action ✓ Schools in the process of developing their internal vision and mission statements
4. Communication Using common language and tiered model language	<ul style="list-style-type: none"> ✓ All staffs received Mental Health Awareness in-service to share common language and understanding of Mental Health and the role of educators ✓ Tiered model has also been used to develop attendance strategy, staff wellness strategy and pathways to service to keep language consistent ✓ 2014-2015 strategy has been shared with key stakeholders ✓ Children's Mental Health Lead Agency conversations around shared language moving forward
5. Assessment of Initial Capacity	<ul style="list-style-type: none"> ✓ Completed landscape scan of system resources/supports/program using tiered model ✓ Each school completed a mapping activity and gap analysis of resources/supports/programs using tiered model ✓ Continued monitoring of resources/supports and programs
6. Standard processes for accessing internal and external supports	<ul style="list-style-type: none"> ✓ roles and responsibilities of the System Support Team created ✓ pathways for accessing the System Support Team services being developed through interactive document ✓ collaborative partnership established through We CARE initiative, Let's Grow and Children's Alliance ✓ Established protocols for training and in-service
7. Protocols for Professional Development which focus on Mental Health	<ul style="list-style-type: none"> ✓ Mental Health First Aid 5 year plan developed ✓ Christian Meditation implementation plan developed ✓ Mental Health Awareness Session implementation plan developed and executed ✓ Suicide Prevention Protocol in-service implementation plan developed and executed ✓ Rainbows training plan implemented ✓ Embedded coaching for implementation on Mental Health Curriculum resource documents, Mental Health Champions program and Spirit In Motion ✓ Not Myself Today piloted in 7 sites ✓ Decision Support Tool developed and Principals in serviced

8. Mental Health Strategy & Action	<ul style="list-style-type: none"> ✓ Ongoing strategy development, monitoring and evaluation by the Mental Health Leadership Team ✓ Goals established with measureable outcomes where appropriate
9. Collaboration with Community Partners, Parents, Clergy and Students	<ul style="list-style-type: none"> ✓ Wrap for Children Program in conjunction with Keystone Child, Youth & Family Services ✓ Youth Mental Health Teams in conjunction with Keystone Youth Workers and the CCAC Mental Health and Addiction Nurses ✓ Collaborative Partnership through We CARE project ✓ Mental Health Champions program in collaboration with Health Unit, high school students working with elementary students ✓ Trinity peer leadership program reaching back to grade 8's and grade 9's ✓ Mental Health Curriculum resource across divisions and both elementary and high school ✓ Student voice solicited through Board wide mental health and wellness survey
10. Ongoing Quality Improvement	<ul style="list-style-type: none"> ✓ Some indicators for success established in various initiatives, i.e. Mental Health in Catholic Schools ✓ Christian Meditation, pre & post surveys, focus groups and teacher feedback ✓ Handle With Care, Hincks Dilcrest evaluation ✓ Mental Health Champions RNAO evaluation component

Organizational Conditions: Goals 2016 - 2017

Strong organizational conditions are fundamental to the successful implementation and support of mental health and well-being initiatives. During the 2015 - 2016 school year, the Bruce Grey CDSB has made significant gains in strengthening this foundation. However, the focus continues to be on solidifying gains and creating sustainability for strong organizational conditions to support mental health and well-being. During the 2015 - 2016 school year a Mental Health & Wellbeing survey was created using a success criteria developed from the mental health vision and mission statement. The survey was vented through the Mental Health Leadership Team, Safe Schools Team, Mental Health Advisory Committee and the Senior Administration Team. It was piloted by both High School and Elementary students and will be rolled out this coming year. This critical gathering of student voice will help to inform individual school goals and system wide goals moving forward. The Mental Health Leadership Team also identified the following goals for the 2016 - 2017 school year:

1. Ongoing embedded support for school based mental health teams to assist with developing sight specific mental health plans and actions.
2. School based support for some mental health teams in further development of vision and mission statements including developing success criteria and goal setting.
3. Implementation of a 'System Support Team Navigation Tool' to allow staff easier access to tools and supports within the system
4. Strengthen and formalize existing partnerships in particular with Hopegreybruce, the Grey Bruce Health Unit and the Grey Bruce Canadian Mental Health Association. (Appendix 1)
5. Development of a Mental Health Communication plan to keep staff informed and motivated
6. Roll out of a Board wide Student Mental Health & Well-being survey, pre in October and post in May, with site specific feedback and analysis being delivered to each School Mental Health Team to inform planning
7. Facilitate deeper understanding and sharing of the Board Mental Health & Well-Being strategy with the Parent groups, i.e. Parent Councils.

Staff Professional Development - Progress Report

Staff professional development has continued to be a critical component of the Mental Health & Well-being strategy. Over the 2015 - 2016 school year there was a shift to more Literacy and Expertise level training as staff awareness grew. All schools received an awareness session on the Board Suicide Prevention Protocol and all school based Mental Health Teams were made aware of the Supporting Minds document. Eleven of thirteen schools worked with the Mental Health Lead to develop action plans related to their Mental Health vision and mission statements. At the Literacy level, grade 2,5,7,9 & 10 Religion Teachers were invited to participate in training for implementation of the Mental Health Curriculum Resource documents, **Mental Health: Hope Dignity and Our Compassionate Response** or **Mental Health & Well-being in Catholic Schools**. Over 40 staff participated in one of two elementary trainings offered for **Christian Meditation** and many schools have embedded this form of prayer as a daily practice. Religion Teachers from one High School also participated in a training and have since begun to introduce the practice. Staff literacy level trainings were also held for the **Mental Health champions program, Rainbows** and **Spirit In Motion**. A literacy level training was developed to provide schools with training on **Restorative Measures** of which, three schools took advantage and are beginning to grow the method. At the Expertise level training the System Support Team received training in the **Suicide Prevention Protocol, Solution Focused Therapy** and **'Making Sense of Pre-Schoolers'**. **Mental Health First Aid** was delivered three times throughout the year with over 65% of staff now trained. Moving forward, professional development will continue to be available for all of the above as we continue to grow a literacy and expertise level understanding of mental health and well-being.

Summary of Professional Development Activities 2015 - 2016

Professional Development Activity 2015-2016	Awareness Level	Literacy Level	Expertise Level
1. Not Myself Today		7 pilot sites	
2. Suicide Prevention Protocol	All schools	Principals	System Support Team
3. Supporting Minds Awareness	Mental Health Teams		
4. Mental Health on line conference	All Staff		
5. Embedded Mental Health Team support	11 schools		
6. Mental Health Curriculum Resource Support		Gr. 2, 5, 7, 9 & 10 Religion Teachers	
7. Christian Meditation		26 elementary staff voluntary & High School Religion Teachers	
8. Mental Health Champions Support		Gr. 7/8 staff 3 schools	
9. Rainbows Training		Staff voluntary session	
10. Spirit In Motion		4 schools, Staff working with Gr.6 & 7 peer leaders	
11. Mental Health First Aid			3 trainings for those who interact with youth Gr. 8 - High School
12. Mental Health Sessions for parents	2 schools		
13. Making Sense of Pre-Schoolers Neufeld			System support team & St. Basil's team
14. Solution Focused Therapy			System support team
15. Mindful Christian Meditation		Voluntary staff summer institute & 2 evening sessions	
16. Restorative Measures Training		3 schools	

Staff Professional Development goals: 2016 - 2017

1. Develop and implement 'Supporting Minds: Mental Health & Well-being in the classroom' sessions using the School Mental Health ASSIST webinars on 'Anxiety', 'Mood' and 'ADHD' with a focus on Elementary school staff.
2. Continue to support the implementation of the Mental Health Curriculum Resources through a literacy level training for Gr.7,9 & 10 Religion Teachers with a particular focus on Grade 7 teachers.
3. Continue to support a literacy level of understanding for those staff involved in Christian Meditation, Rainbows, Spirit In Motion, and Mental Health Champions.
4. Continue into year 5 of the Mental Health First Aid Professional Development Plan. Work with the Grey Bruce Canadian Mental Health Association in offering one MHFA training yearly.
5. Utilize the System Support Team to Support Principals in delivering a revised Suicide Prevention Protocol in the Fall of 2016.
6. Explore and access expertise level training for the System Support Team in the area of Trauma informed classrooms and cognitive therapy
7. Provide Professional development for school Administrators and Resources Teachers on 'Quality Interactions' that support students with emotional and behavioural challenges.

Universal, Evidence Based Practices - Progress Report

Over the 2015 - 2016 school year we took a closer look at the impact/effectiveness of both Christian Meditation and the Mental Health in Catholic Schools resource document. Findings for both were positive and the programs will continue to be promoted throughout the system. They are summarized in the charts below:

Christian Meditation Survey Results, Jan 2015 - June 2015

106 students, 4 classrooms, primary, junior & intermediate

Question responses for agree/strongly agree	Jan	June
1. CM helps me to know God	61%	72%
2. CM reduces my stress and makes me feel better	60%	62%
3. CM helps me feel calm	67%	73%
4. CM helps me to do my school work	37%	55%
5. CM helps me learn about myself	38%	56%
6. CM helps me get along better with others	54%	61%

Mental Health & Well-Being in Catholic Schools: Feelings, Emotions, Resiliency and the Dignity of the Whole Person, Grades 2, 5 & 7 - Teacher Feedback - Pilot 2015

- 2 grade 1/2 - 40 students
- 4 grade 5/6 - 103 students
- 3 grade 7/8 - 72 students

Resource grade level	How helpful did you find the classroom activities contained in this resource? Rated 1-5	To what extent were your expectations satisfied? Rated 1-5	Overall, how would you rate this resource? Rated 1-5
2	5	5	4.5
5	3.75	4.25	3.75
7	4.6	4.3	4
Totals	4.45	4.51	4.08

We also continued to support our students through the Rainbows Program with 120 students participating along with 35 volunteer facilitators. The Mental Health Champions program was delivered in Partnership with the Grey Bruce Health Unit to 3 schools and also involved the two High Schools. Youth led initiatives

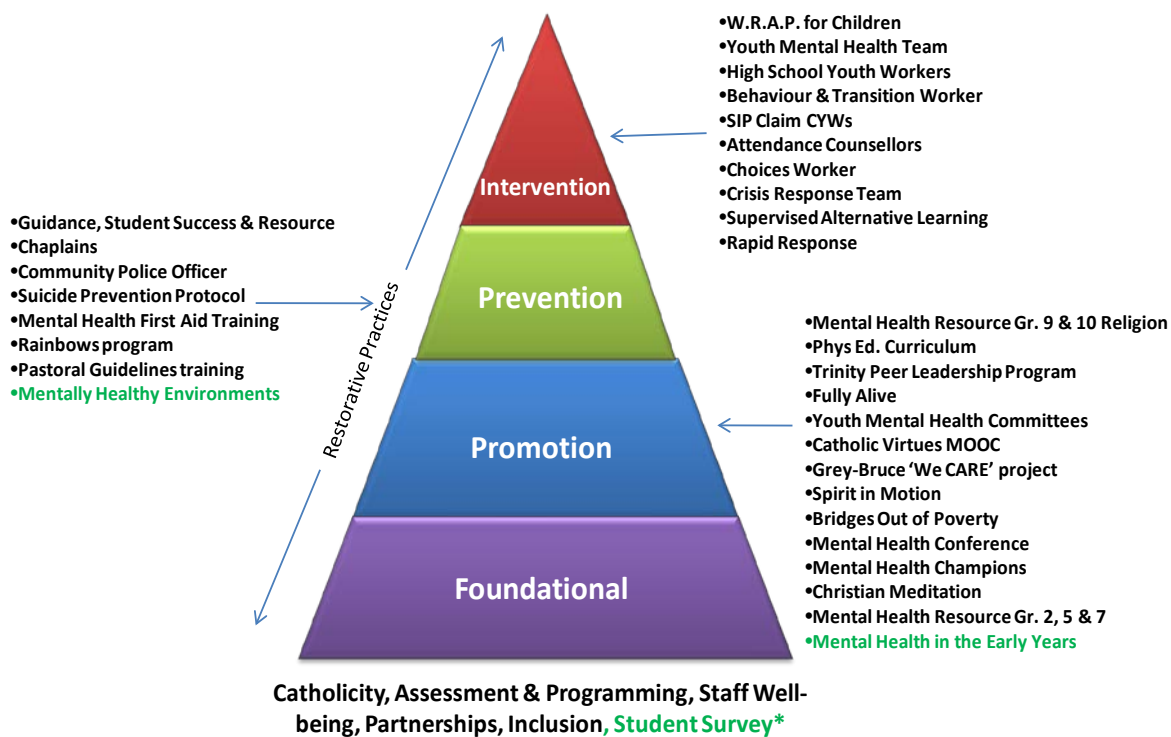
included; providing affirmations to grade 3 and 6 students writing EQAO, whole school mental health awareness sessions, developing an intermediate drop in centre and creating wellness bulletin boards. Grade 9 & 10 Religion Teachers continued to deliver 'Mental Health: Hope, Dignity & Our Compassionate Response' embedded in the Religion programs. Further, a 'Decision Support Tool' was created to assist school Administrators and Mental Health Teams to evaluate mental health resources/supports and programs.

Universal, Evidence Based Practices goals 2016 - 2017

Moving forward the following Goals have been identified by the Mental Health Leadership Team for 2016 - 2017:

1. Conduct a Collaborative Inquiry exploring effective practices for Mental Health in the Early Years. Work with K - 1 planning team to build mental health awareness and find opportunities to embed mental health practices in K - 1 hubs.
2. Continue to support the implementation of programs identified in the 'Mental Health Supports and Programs' pyramid (see below)

Bruce-Grey Catholic District School Board Mental Health Supports & Programs 2015 - 2016



*programs to be introduced/piloted in 2016 - 2017

Summary of Mental Health & Well-Being Initiatives for 2016 - 2017

The info graphic below gives a snapshot of the initiatives proposed through the Mental Health & Well-Being Strategy 2016 - 2017.



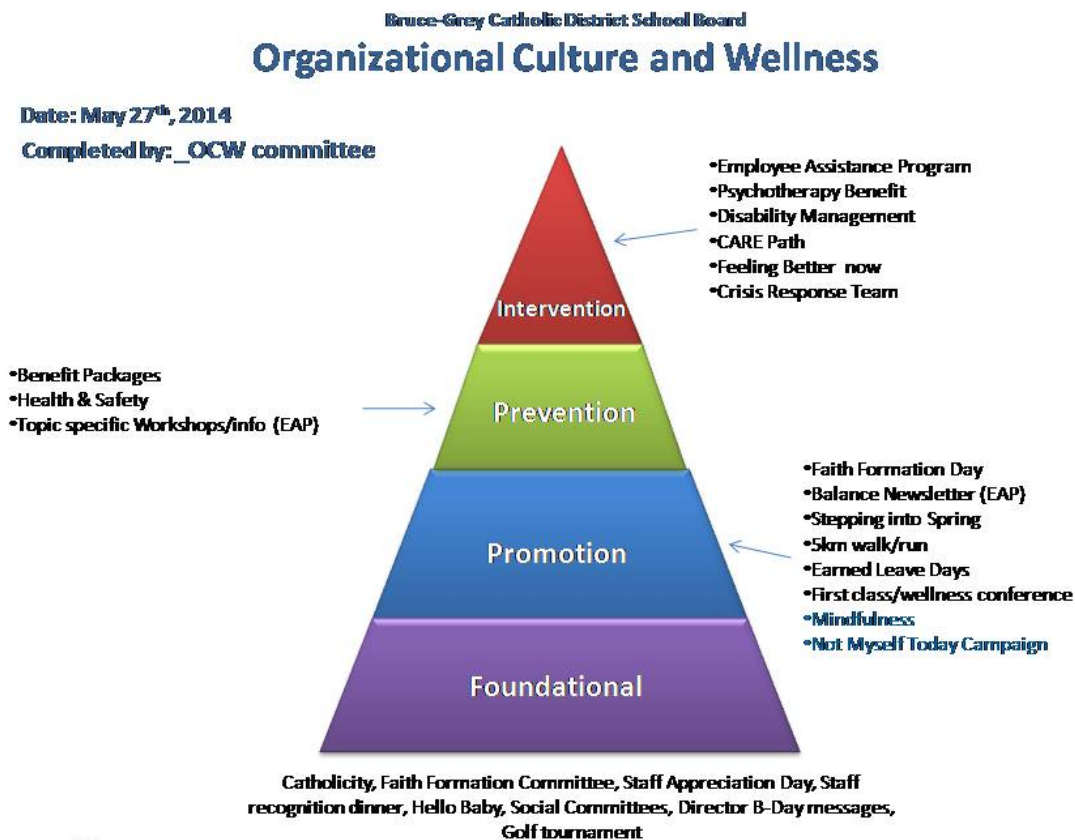
Bruce-Grey CDSB Mental Health & Well-Being 2016 - 2017



Staff Well-Being

Staff well-being is an initiative of the Board 'Let's Inspire' Committee, however moving forward, it warrants mention in the Mental Health & Well-Being strategy as it is integral to student mental health and well-being. The Committee has been charged with undertaking "initiatives that contribute actively to the continuous development of an innovative and progressive organizational culture that enriches a

quality Catholic Education". As such, and to maintain consistent ideology and language, the Committee also developed a tiered level of support for staff well-being:



Two new initiatives were introduced through this committee in the 2015 - 2016 school year:

1. Mindfulness Training

Mindfulness is defined as 'paying attention in a particular way; on purpose, in the present moment non-judgmentally.' (John Kabat-Zinn, founder Mindfulness Based Stress Reduction). Research has demonstrated that the practice of mindfulness has many benefits, including, improvement in individual well-being, reduction of stress, improvement in interpersonal relationships and overall workplace effectiveness (Mindfulness Without Borders, 2011). A 'Mindful Christian Meditation' Summer Institute was held in the summer of 2015 and after school sessions were held in Spring 2016. Staff response was very positive and these initiatives will continue for 2016- 2017

2. Not Myself Today Campaign

The 'Let's Inspire' Committee introduced the 'Not Myself Today' campaign as a pilot in the 2015 - 2016 school year. Not Myself Today is based on the understanding that everyone has days when they don't feel like themselves, but most of us learn or are told to suppress these feelings. For the many people living with mental health issues, this often means struggling to cope with these feelings every day, while often dealing with stigma and a lack of support. Six schools and the Board Office participated in the

campaign completing both pre & post surveys. This data will be analyzed and inform future planning for 2016 - 2017.

Appendix 1

Bruce-Grey C.D.S.B. Exploring Partnerships in Mental Health & Well-Being

The Bruce Grey C.D.S.B. have historically embraced partnerships with community partners and build unique programs through such partnerships to meet the needs of students living in a rural community. With the development of a Board Mental Health & Well-Being strategy, infrastructure is now in place to consider supporting broader partnerships. Preliminary discussions have been underway with

1. Choices Workers, Hopegreybruce

Purpose of Partnership:

- A. De-stigmatize substance use/misuse, put in the context of mental health and reduce barriers to service
- B. Broader use of expertise and skill set of Choices Workers to build capacity in school staff and enhance outcomes for youth
- C. Support youth accessing services earlier and in meaningful ways

Proposed Pathways

- A. Integrate Choices Workers into High School based Youth Mental Health Teams (while maintaining separate caseload as needed)
- B. Use Choices Workers to support Trinity Peer leadership program creating higher profile with students and informing substance use session
- C. Support Gr. 9 & 10 Religion Teachers in implementing Mental Health Curriculum resource, i.e., substance section
- D. Co-facilitate evidence based groups with high school Youth Worker or other high school staff as appropriate

2. Health & Wellness promoters, Grey Bruce Health Unit

Purpose of Partnership

- A. Promote positive mental health and wellness in elementary schools
- B. Build capacity in school staff in supporting student mental health and wellness
- C. Provide specific knowledge and support around health and wellness issues

Proposed Pathways

- A. Standing member of elementary mental health teams to support and inform direction at the promotion and prevention level
- B. Support staff and build capacity in implementing mental health initiatives, i.e., mental health curriculum resource, Christian meditation, Spirit In Motion, Bounce Back
- C. Co-facilitate evidence based prevention programs with school staff and/or WRAP team, i.e., peer support group
- D. Be available to consult with WRAP team in supporting students with specific health and well-being issues

3. Mental Health Promoter, Canadian Mental Health Association (CMHA)

Purpose of partnership

- A. Support mental health promotion initiatives within the schools through the mental health teams
- B. Provide Mental Health First Aid training on a yearly basis
- C. Provide support to Early Years mental health through FAN Club program in conjunction with Board staff

Appendix 2

Proposed P.D. plan for 2016 – 2017

Mental Health System Professional Development

2016 - 2017

P.D	Target	Timing	Days	Responsibility
1. 'Holding the Hope: Supporting youth with Severe Emotional & Behavioural Challenges'	Principals/Resource	October 21st (tentative)	1	MH Lead & Kilbride & Associates (Safe Schools)
2. Collaborative Inquiry: Mental Health in the Early Years	Early Years Staff	Sept - Jan, through PLT		MH Lead, Early Years Consultant & ABA Facilitator (Early Years)
3. Supporting Minds Modules: Mental Health & Wellbeing, Anxiety & ADHD	Grade 1 - 8 staff	Oct 13 & 14 April 6 & 7	2 x 2days	MH Lead & MH Leadership Team members
	E.A. staff	Oct 28 & Feb 3	2 days	(Mental Health)
4. Mental Health Champions	Grade 7/8 staff student training	Sept 20 Oct 4	.5 day 1 day	MH Lead, Youth Workers & Health Unit Staff (Mental Health)
5. Christian Meditation	All Staff, voluntary	Sept 22 a.m.	.5	MH Lead & Religion & Family Life Consultant (Religion)
6. Mental Health Curriculum	Grade 7 Grade 9 & 10	Oct 6 a.m. Oct 18 a.m.	1 day	MH Lead & Religion & Family Life Consultant (Religion)
7. Mental Health First Aid	Admin, Resource, Guidance, Religion Teachers ect.	Oct 26 & 27	2	MH Lead & CMHA (Mental Health)
8. Rainbows	All Staff, voluntary	Nov 24	1 day	MH Lead (Safe Schools)
9. Spirit In Motion	Grade 6/7 staff	Nov 3	1 day	WRAP Team (Safe Schools)
10. FAN Club (supply teacher model)	Early Years pilot (2 schools)	Sept - school embedded	.5	MH Lead & CMHA
11. System Support Team Navigation Tool in service	Admin/Resource	Oct (TBD)	.5	MH Lead (Principal P.D.)
12. Other:	Multi-disciplinary	Monthly (Second Tuesday)	8	MH Lead
Crisis Response	Team members	Oct 12 & Mar 8	2x.5	MH Lead (Safe Schools)
System Support Team	SST	Sept 14, Dec 22, Mar 9, June 28	4x.5	MH Lead
WRAP	WRAP	Weekly (Mondays)		MH Lead

YMHT	YMHT	Monthly (Last Thursday)		MH Lead
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Bruce-Grey C.D.S.B. Mental Health Strategy 2015-2018

Vision Statement-The Bruce Grey C.D.S.B. honours and recognizes that mental health and academic achievement are interconnected. Students are supported in enjoying life to the fullest and achieving their God given potential. Respecting dignity of the human person, inclusion and building resiliency enables us to 'Let Our Light Shine'.

Mission Statement-The mission of the Bruce-Grey Catholic District School Board Mental Health Strategy is to build well-being and resiliency through the implementation of evidence based practices that nurture students in mental, physical and spiritual well-being while embracing the Gospel values and pursuing academic achievement. Mental health interventions and crisis response are available, in a timely manner, to all schools as needed.

Strategy	Steps to Achieve Strategy	Time Frame	Responsibility	Performance indicators
Goal: Strengthen Organizational Conditions necessary to support the implementation of mental health initiatives				
1. Establish and/or strengthen school based mental health teams	1. Work with school mental health teams to develop sight specific mental health plans 2. Support remaining mental health teams in developing vision & mission statements and mental health success criteria	ongoing	Mental Health Lead	100% of schools develop vision and mission
2. Introduce 'System Support Team: Navigation Tool'	1. Provide a .5 training to Principals, & Resource Staff on the Navigation Tool 2. Share with Mental Health Teams, Coaches & Consultants to make aware throughout system 3. Provide access to tool through staff learning sites	Oct 2016 Oct-June 2016	Mental Health Lead WRAP Lead System Support Team staff	Electronic pathways document created and Principals & Resource teachers provided within service Resources shared with %100 of Mental health teams
4. Develop a Mental Health Communication Strategy	1. Work with Communications Officer to develop 'key messaging' and access to twitter, facebook ect. 2. Create 4 mental health newsletters over the school year	Oct 2016 Oct, Dec, Feb, April	Mental Health Leadership Team members Mental Health Lead	Twitter Posts Facebook Posts 4 newsletters

<p>5. Strengthen existing partnerships and explore new partnerships with Community mental health partners</p>	<p>1. Establish a clear partnership protocol with HopeGreyBruce 2. Establish a partnership protocol with the Grey Bruce Health Unit around the MH Champions program 3. Establish a partnership protocol with Canadian Mental Health Association including MHFA training and the FAN CLUB</p>	<p>Dec 2016 In progress In progress</p>	<p>SO for Mental Health Mental Health Lead</p>	<p>Written Partnership agreements Embedded work in system</p>
<p>6. Solicit student voice in developing mental health strategies at the Board and school level</p>	<p>1. Invite youth to be members of the Board MH Advisory Committee 2. Implement Student Mental Health & Wellbeing Survey, pre October, post May 3. Support School Mental Health Teams in analyzing survey feedback and developing site specific initiatives 4. Develop Board wide goals from the survey at the Mental Health Leadership table</p>	<p>Sept 2016 Ongoing Ongoing Nov 2016</p>	<p>SO for Mental Health/Safe Schools SO for Safe Schools & Mental Health Lead Mental Health Lead Mental Health Leadership Team</p>	<p>Youth actively involved on Committee 100% of schools complete survey 1 site specific goal developed in 80% of sites 2 Goals identified and clearly articulated</p>

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Strategy	Steps to Achieve Strategy	Time Frame	Responsibility	Performance indicators
Goal: Increase staff capacity in supporting mental health initiatives and identify key stakeholders who require Mental Health awareness, literacy and/or expertise level training				
1. Develop a P.D. implementation plan for elementary school staff using SMH-ASSIST training modules	<ol style="list-style-type: none"> 1. Offer 2 x 2 day trainings on 'Mental Health & Wellbeing in the classroom', including options for 'anxiety' or 'ADHD' sessions to elementary school staff 2. Offer a similar training to E.A. staff 	Fall & Spring 2016	Mental Health Lead System Support Staff	5-10% of staff trained Measure of Effectiveness
2. Support staff in implementing the Mental Health Curriculum Resources for Gr.7,9 & 10 through the Religion & Family Life program	<ol style="list-style-type: none"> 1. Provide literacy level training to Teachers on resources 2. Provide resources to staff 3. Utilize experienced staff to support embedded practice 	Oct 2016 (yearly) Oct 2016	Religion & Family Life Consultant Mental Health Lead	Completion of staff in-service List of staff 'mentors' created

<p>3. Continue to support a literacy level of understanding for those staff involved in the delivery of mental health initiatives Provide training opportunities for new interested staff</p>	<p>1. Literacy level training for staff involved in Christian Meditation through school mental health plan 2. Awareness level training for High School staff 3. Literacy level training for staff involved in Rainbows 4. Literacy level training for staff involved in Spirit In Motion 5. Literacy level training for staff involved in Mental Health Champions program</p>	<p>Oct 2016(yearly) Nov 2016 Oct 2016 Fall 2016</p>	<p>Religion & Family Life Consultant Mental Health Lead WRAP Lead/Rainbows RD System Support Team staff Mental Health Lead High School Youth Workers</p>	<p>1. Pre and post survey 2. Track % of staff trained and % staff implementing programs 3. Programs identified in school mental health plans</p>
<p>4. Continue in year 5 of the Mental Health First Aid P.D. plan</p>	<p>1. Work with CMHA to implement one MHFA training a year 2. Offer a MHFA training to those new to Administration, Resource, Guidance, or Religion</p>	<p>Fall 2016</p>	<p>Mental Health Lead</p>	<p>Additional 25 staff/stake holders trained</p>
<p>5. Create awareness of revised Suicide Prevention Protocol and ongoing evaluation</p>	<p>1. System Support Team staff to Support Principals in delivering a Suicide Prevention Protocol review each year</p>	<p>Sept-Nov 2016</p>	<p>System Support Team staff</p>	<p>100% of schools receiving an in service</p>

6. Explore and access expertise level training for the System Support Team	1.Utilize webinars and P.D. opportunities to create greater understanding of trauma based classrooms and cognitive behaviour therapies	Sept-June2016	Mental Health Lead WRAP Lead	Complete training and implement strategies on service plans
7. Develop and implement a plan for supporting Mental Health in the Early Years	1. Develop a working team to explore early years mental health 2. Develop a collaborative Inquiry in two sites 3. Work with the K -1 planning team to create awareness and find opportunities to embed K-1 mental health initiatives 4. Work with K-1 hubs to create awareness and deepen practices - use WRAP team	Jan 2016 Sept 2016 On going On going	Mental Health Lead Early Years Consultant/Lead	Inquiry developed and implemented with specific goals and targets. Feedback from inquiry shared with K -1 hubs and planning team
8.Support staff in implementing restorative practices	1. Make Principals aware of RM training opportunities 2.Develop an online resource to support staff in implementing RM practices	Sept 2016 Nov 2016	Mental Health Lead Behaviour & Transition Worker	2 new schools in serviced Online resource available in Mental Health Conference
9. Support staff in understanding the role of the Caring Adult	1. Provide 'Holding the Hope' P.D. for Principals and Resource staff 2. Use newsletter to push information re. caring adult	Oct 2016 On going	Mental Health Lead	PD session completed and 100% of Principals attend

Bruce-Grey C.D.S.B. Mental Health Strategy 2015-2018

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Strategy	Steps to Achieve Strategy	Time Frame	Responsibility	Performance indicators
Goal: Identify and support the implementation of universal, evidence based social-emotional, promotion and prevention programs that can be embedded in school culture				
1. Expand implementation of 'Mental Health & Wellbeing in Catholic Schools' to Gr. 7 classrooms	1. Provide literacy level training to Gr. 7 staff 2. Make resource available on the Mental Health conference 3. Provide embedded support at the classroom level through school visits	Oct 2016 Sept 2016 On going	Mental Health Lead Religion & Family Life consultant	P.D. session completed and 80% of staff implementing On line resources available One visit to each gr. 7 teacher at the individual schools
2. Introduce Mental Health Initiatives in the Early Years	1. Develop a working group and build knowledge of early years' mental health 2. Develop a Collaborative Inquiry within two K-1 hubs 3. Provide knowledge to K-1 planning team and look for opportunities to embed mental health in K-1	Jan 2016 Sept 2016 On going	Mental Health Lead Early Years Consultant/Lead WRAP Team Behaviour & Transition Worker	Complete collaborative inquiry 3 strategies embedded in inquiry group 1 strategy embedded through k-1 hubs

	Planning team 4. Use WRAP team to work with K-1 hubs to develop knowledge base and embed mental health practices in classrooms	Ongoing		
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