

Mental Health & Well Being

Progress Report and Strategic Plan

2017 ~ 2018



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'*.

In 2014, the Ontario Ministry of Education created a renewed vision for Education in Ontario. In ['Achieving Excellence'](#) the Ministry outlined four renewed goals: Achieving excellence, ensuring equity, promoting well-being and enhancing Public confidence. The Bruce Grey Catholic District School Board recognizes that well-being and academic achievement are interconnected and that *'each child is a gift from God and has the potential to grow, develop and contribute'* (BGCDSB Belief Statements 2016). Further, the Board recognizes that well-being is achieved through a *'progressive and inclusive organizational culture of excellence rooted in gospel values'* (BGCDSB Strategic plan 2016). Students who have a strong sense of self, are connected to strong relationships, have a sense of belonging and safety and are engaged in learning, are well poised to meet their potential academically, socially and emotionally. One in five of our students will experience a mental health distress and/or a mental illness over their life time. For those students, well-being can be maintained through a culture of mental health awareness and acceptance, early identification and intervention with timely access to services.

In September 2016, a system wide Faith Formation Day was held for staff where we were called to 'Gather the people, break the bread and tell the story'. This Mental Health Strategy is the story of our ongoing journey to build healthy, safe and accepting schools where student well-being and mental health are embedded in all our practices and where equity and inclusive education is the expectation. As we enter into the fourth year of this comprehensive Mental Health Strategy, we continue to focus on sustaining gains but also going deeper into supporting our staff and students through the use of evidence based practices.

Over the last year, we have continued to work diligently on three key goals: Strengthening the Organizational Conditions necessary to support good mental health and wellbeing (Appendix 1), providing timely and appropriate opportunities for staff learning and skill building, and implementing evidence based programs and practices. Of particular note, all schools now have mental health and wellbeing as part of their School Learning Plan as does the Board Learning Plan. School plans have been greatly influenced by 'Student Voice' through our first Mental Health and Wellbeing climate survey which was implemented in October and will be redone this coming April. Through the Mental Health Leadership Team we embarked on a mental health communication strategy to promote the work happening in our schools around mental health and wellbeing. We also continued to support students through mental health promotion, prevention and intervention strategies. We made strong connections between academic achievement and mental health through our Math initiative and our Kindergarten and grade one learning collaboratives.



[Promoting and Supporting Student Well-Being in Ontario, Ministry of Education Spring 2017](#)

Bruce Grey Catholic D.S.B. Mental Health & Well-Being goals 2017 – 2018

1. Organizational Conditions

- Work to maintain the organizational conditions necessary to support mental health and wellbeing practices and initiatives. Embed mental health and wellbeing in Board practices while explicitly identifying connections to academic achievement

2. Staff Professional Development

- Continue to support high quality professional development opportunities that are grounded in research with a particular focus on specific trainings and embedded opportunities for learning

3. Universal, Evidence Based Programs

- Build the repertoire of evidence informed or evidence based practices that support mental health and wellbeing and align with other Board initiatives

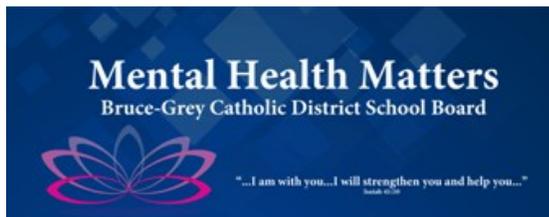
There are so many people waiting for us to go out and meet them and look at them with the tenderness that we have experienced and received from our relationship with God

(Pope Francis, message 10/20/16)

Organizational Conditions - Progress Report Update

The Bruce Grey C.D.S.B. has continued to maintain the gains made in establishing strong Organizational Conditions to support student mental health and wellbeing initiatives. Through Mental Health team meetings, schools continued to explore their own landscape and develop plans to support the mental health and well-being of students within their building. This year as System Leadership Teams met with the Board Learning Network, each school was specifically asked to present a mental health plan as part of their school improvement plan. Three other initiatives have contributed to strengthening the organizational conditions: First, a Communication Strategy was developed by the Mental Health Leadership Team (Appendix 2) second, a Student Mental Health and Wellbeing survey was implemented to gather student voice and third a new delivery model was developed for the System Support Team.

Communication Strategy

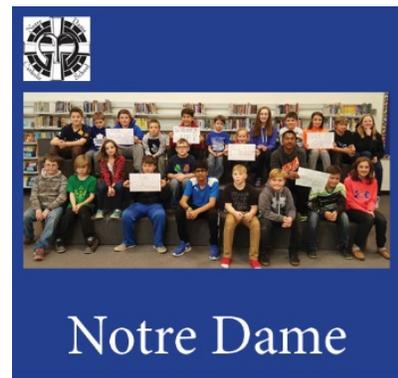


The purpose of the Mental Health Communication Strategy was to build awareness of the Board Mental Health Strategy, promote mental health initiatives and reduce mental health stigma with key stakeholders including staff, students, parents and community in general. The key messaging in the strategy included; 'Mental Health and Academics are connected', 'Our Faith

supports positive Mental Health', 'the Caring adult is paramount to positive student mental health' and 'Mental Health Matters'. The key tools used in the strategy were Facebook, Twitter and a Web page attached to the Board web site. The following chart illustrates the social media usage from October 2016 to June 2017:

Facebook: Mental Health Bruce-Grey CDSB	130 Posts	112 Followers
Twitter: @MentalHealthBG	273 Tweets	71 Followers
#IamwithyouBG	49	
#BGmentalhealthmatters	65	

The communication strategy also included creation of a Mental Health Virtual Tapestry where each school was given a newsletter template and asked to showcase a mental health promotion program they were proud of. Once completed the newsletters were compiled into a 'Virtual Tapestry' of mental health activities occurring throughout the Board and showcased on the 'Mental Health Matters' page of the Board website. During Mental Health Awareness Week, different schools were highlighted through social media and schools were encouraged to send the newsletter home to parents either electronically or as hard copies.

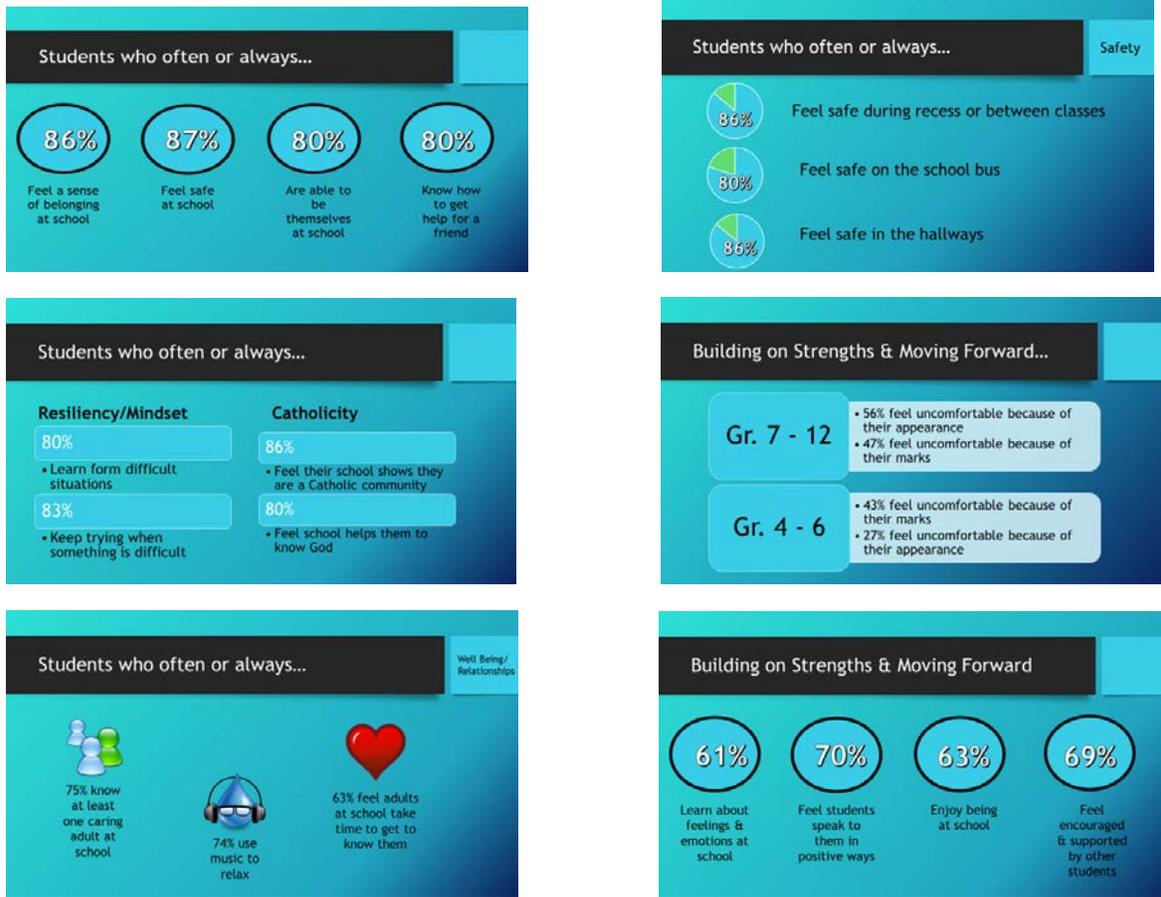


Student Mental Health & Wellbeing Survey

The Student Mental Health & Wellbeing Survey was designed to solicit student voice in four key areas; overall mental health, resiliency, safety and Catholicity. The survey was completed by 2331

students from JK to Gr. 12 with a response rate of 58%. Results of the survey were shared with Senior Administration and Trustees, the Mental Health Leadership Team and the Mental Health Advisory Committee. Also, each school received the Board results as well as their individual school results. They also met with the Mental Health Lead to drill down into their data and develop action plans based on identified need for their school.

Bruce Grey C.D.S.B. Mental Health & Wellbeing Survey: Key Findings



System Support Team Delivery Model

The System Support Team consists of professionals with expertise and knowledge that supports student achievement, mental health and well-being through therapeutic interventions and creative collaborations. The team consists of Social Workers, Child and Youth Workers, Mental Health and Addiction Nurses and a Resource Teacher. Following consultation with School Mental Health Teams, a new delivery model was designed for the 2017 – 2018 school year to be responsive to the needs of schools as they become more aware of the mental health needs within their buildings. The new model provides dedicated Child and Youth Worker time in each school under the direction of a Board Social Worker. Pathways to services have been clarified and streamlined for both the Social Workers and the Child and Youth Workers. Further, the Mental Health and Addiction Nurses take on a new role of transition support for students returning to school following hospital or residential stay. This shift in role will strengthen the

pathway back into school for students by closing gaps in services and supporting staff in having the knowledge they need to provide appropriate transitions for youth.

Organizational Capacity Goals for 2017 – 2018

Moving forward the following Goals have been identified by the Mental Health Leadership Team for 2017 - 2018:

1. Ongoing embedded support for school based mental health teams to assist with developing sight specific mental health plans and actions using Mental Health and Wellbeing survey data.
2. Implementation of a new delivery model for the System Support Team to be more responsive to school needs.
3. Strengthen and formalize existing partnerships with Keystone Child Youth and Family Services, Hopegreybruce, the Grey Bruce Health Unit and the Grey Bruce Canadian Mental Health Association.
4. Expand the Mental Health Communication plan with specific targets for audience reach.
5. Roll out of a Board wide Student Mental Health & Well-being post survey in April 2018 and develop a Staff survey.
6. 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 2016 - 2017 school year there was a continued focus on Literacy and Expertise level training for staff. All schools were offered in-service on the Board Suicide Prevention Protocol. Twelve 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 7 Religion Teachers were invited to participate in training for implementation of the Mental Health Curriculum Resource document, **Mental Health: Hope Dignity and Our Compassionate Response**. Twenty staff participated in a training offered for **Christian Meditation** and many schools have maintained this form of prayer as a daily practice. Staff literacy level trainings were also held for the **Mental Health champions program, Rainbows and Spirit In Motion**.

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**'. The Five year plan for **Mental Health First Aid** was completed in partnership with Canadian Mental Health. A new focus for the Board this past year was the introduction of Trauma training through Trauma Services of Southwestern Ontario. Training was provided for system administrators and resource staff. Notre Dame School took the training further by embarking on becoming a Trauma Responsive School using Sandra Blooms model of 'Creating Sanctuary'. The System Support Team was trained in Cognitive Behaviour Intervention for Traumatized Students (CBITS) and it was successfully implemented as a pilot at Notre Dame School. Three additional schools have requested this training for next year.

Exciting and new this year was the opportunity to embed mental health training through the **Kindergarten – Gr. 1 learning collaboratives**. Staff learned about Attachment Theory and Responsive Feedback for 'Big' emotions. **Math and Mental Health** was also embedded through School Learning Teams (SLT's) and involved a Mental Health 'Carousel' at each Math learning day. Staff who participated in the Carousel were required to take the information back to their SLT and embed it further into the Math planning for School Professional Learning Networks. Moving forward, professional development and training will continue to be available for the above as we continue to grow a literacy and expertise level understanding of mental health and well-being. There will also be a deliberate shift to embedded professional development, where possible, making learning relevant and timely for staff.

Summary of Professional Development Activities 2016 - 2017

Professional Development Activity 2016-2017	Number of Days	Awareness Level	Literacy Level	Expertise Level
1. Holding the Hope: Trauma training	4	Principals	Notre Dame All staff	System Support Team
2. Suicide Prevention Protocol			All Staff	System Support Team
3. Cognitive Behaviour Intervention for Traumatized Students	1.5			System Support Team
4. Christian Meditation	.5		20 elementary staff	
5. Embedded Mental Health Team support	13 x .5	All schools		
6. Mental Health Curriculum Resource Support	.5		Gr. 7 Teachers	
7. Mental Health Champions Support	1.5		Gr. 8 staff five pilot schools	
8. Rainbows Training	1		Staff voluntary session	
9. Spirit In Motion	1		Staff working with Gr.6 & 7 peer leaders	
10. Mental Health First Aid	2			For those who interact with youth Gr. 8 – High School
11. Mental Health in the Early Years	.25 x 16		Kindergarten – Gr.1 hubs	System Support
12. Math & Mental Health	.25 x 7		System Leadership Teams all elementary schools	
13. Mindfulness	.5 x 2		Voluntary K-8 one school	
14. Mindfulness Ambassador Council Facilitation				3 System support team staff
15. Creating a Culture of Caring Workshop	.5	Educational Assistants		
16. Restorative Measures Training	.5	Educational Assistants		

Staff Professional Development goals: 2017 – 2018

The following goals have been developed through the Mental Health Leadership Team in consultation with school Mental Health Teams: (Appendix 4)

1. Offer School Mental Health ASSIST webinars on 'Mental Health in the Classroom', 'Anxiety', 'Mood' and 'ADHD' through embedded learning opportunities utilizing school based Child & Youth Workers.
2. Continue to support the implementation of the Mental Health Curriculum Resources through a literacy level training for Gr.2, 5,7,9 & 10 Religion 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. Provide a ½ day 'refresher' training for staff certified in Mental Health First Aid.
5. Offer gatekeeper training in Safe Talk for High School staff.
6. Utilize the System Support Team to Support Principals in delivering the Suicide Prevention Protocol in the Fall of 2017.
7. Explore and access expertise level evidence based training for the System Support Team including; Cognitive Behavioural Intervention for Traumatized students (CBITS), Cognitive Behavior Therapy, Roots of Empathy, Mindfulness Ambassador Councils (MAC) and Brief Intervention for School Clinicians (BRISC).
8. Provide expertise level training in 'Roots of Empathy' for Early Childhood Educators and Child & Youth Worker staff.
9. Collaborate with the Board Math initiative to embed 'Math and Mental Health' with School Leadership Teams.
10. Support identified schools in becoming Trauma informed and Trauma Responsive.

Universal, Evidence Based Practices - Progress Report

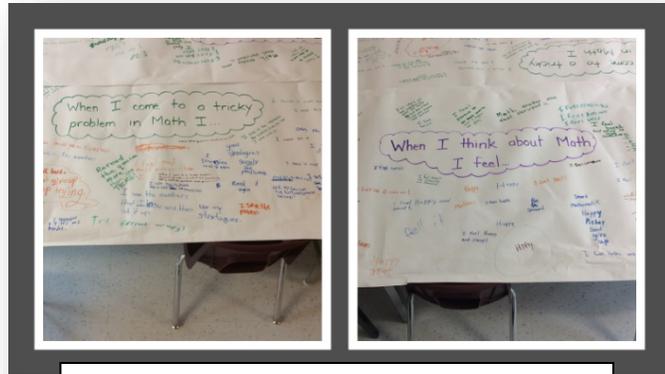
In the 2016 – 2017 Mental Health Strategy there was a deliberate shift toward evidence informed or evidence based practices to support student mental health and wellbeing. We continued to build on the best practice of peer to peer strategies with the Trinity Peer Leadership Program and the Youth Mental Health Champions. The Trinity Peer Leadership Program trained High School Peer Leaders to carry out a series of workshops in all grade 9 classrooms over the course of the school year. The Peer Leaders worked with small groups within a class on different themes, such as, respect, bullying and mental health stigma. The Leaders also reached back to grade 8's, doing workshops in the Elementary panel and assisting with the student orientation programs offered each spring and summer. This past year the senior leaders also worked in conjunction with the Mental Health Staff to conduct in class workshops for grade 10 students who had been impacted by the death of a peer.

The Mental Health Champions Program is an initiative with the Grey Bruce Health Unit aimed at improving the health and wellbeing of children and youth through a focus on mental health promotion, acceptance of mental illness and reduction of related stigma and substance misuse prevention. Four students from each high school received intensive training in mental health and then worked with a team of students identified at the elementary level as Mental Health Champions. The Mental Health Champions developed mental health awareness activities in their home school with the support of an identified staff member.



Mental Health Champions at St. Anthony's organized a stigma walk with Mental Health stations. Holy Family Champions organized an Easter Egg hunt for younger students and put inspirational notes in the eggs. At St. Joseph's, Champions placed positive affirmations and a healthy snack on the desks of students writing EQAO

Embedding Mental Health in classroom practice has also been determined a best practice. This past year the Mental Health Lead worked Collaboratively with Board Consultants to deliver six Math and Mental Health sessions to School Leadership Teams (SLT's) over the course of the year. Topics included, Math and Anxiety, Growth mindset, the Mentally Healthy Classroom and the role of the caring adult. The School Learning Teams used the mental health information to plan for school Professional Learning Networks thus impacting a broad audience.



Immaculate Conception School used a Graffiti wall activity to explore feelings about Math and student mindset

We also continued to support our students through the Rainbows Program with 120 students participating along with 40 volunteer facilitators. Grade 9 & 10 Religion Teachers continued to deliver 'Mental Health: Hope, Dignity & Our Compassionate Response' embedded in the Religion programs and Grade 7 Teachers were introduced to 'Mental Health and Wellbeing in Catholic Schools: Feelings, Emotion, Resiliency and the Dignity of the Whole Person'. In the Early Years, we partnered with Canadian Mental Health to bring the FAN Club puppets to our students as an interactive way to talk about healthy relationships, getting along with others and who to go to for help. We also continued to grow the number of classes involved in Christian Meditation.

Universal, Evidence Based Practices goals 2017 - 2018

Moving forward the following Goals have been identified by the Mental Health Leadership Team for 2017 - 2018:

1. Continue to work with school Mental Health Teams to support mental health initiatives that are evidence based and focused on capacity building.
2. Build on the Mental Health in the Early Years initiative by piloting 'Roots of Empathy' in the Kindergarten program. 'Roots of Empathy' is a social emotional curriculum that is evidence based to increase empathy and decrease aggression in students.
3. Embed mental health in the Board Math initiative with expansion to the High School Math teams.
4. Expand Christian Meditation through training, retreats and embedded classroom support.
5. Expand the Mental Health Champions program in two additional schools.
6. Continue to support the implementation of programs identified in the 'Mental Health Supports and Programs' pyramid (appendix 3).

Summary of Mental Health & Well-Being Initiatives 2017 - 2018

The info graphic below gives a snapshot of the initiatives proposed through the Mental Health & Well-Being Strategy 2017 - 2018.

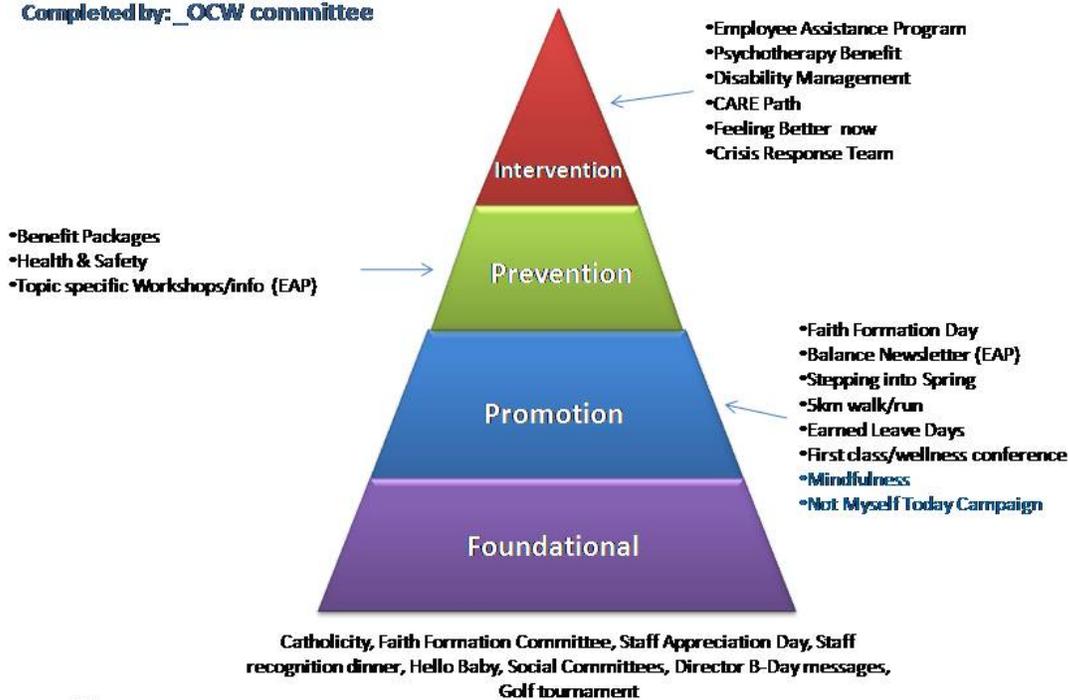


Staff Well-Being

Staff well-being is an initiative of the Board 'Let's Inspire' Committee, it continues to warrant 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:

Bruce-Grey Catholic District School Board
Organizational Culture and Wellness

Date: May 27th, 2014
 Completed by: _OCW committee



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). During the past year, 'Mindful Christian Meditation' workshops were delivered in one school at staff request. This option will continue to be available to staff in 2017 - 2018

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. Two schools continued with this initiative in 2016 – 2017.

Appendix 1

Organizational Conditions - Progress Report Update

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 all 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 'System Leadership Teams' sessions. ✓ Mental Health Leadership team completed P.D. on 'Well Aware...' book by P. Carney ✓ Mental Health Leadership team review of Terms of Reference and membership
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 ✓ All schools developed 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 ✓ 2016-2017 strategy has been shared with key stakeholders ✓ Children's Mental Health Lead Agency conversations around shared language moving forward ✓ Mental Health Communication Strategy developed
5. Assessment of Initial Capacity	<ul style="list-style-type: none"> ✓ Reviewed 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 ✓ New delivery model of system support team developed for 2017 - 2018 ✓ collaborative partnership established through We CARE initiative, Let's Grow and Children's Alliance ✓ Established goals for training and in-service
7. Protocols for Professional	<ul style="list-style-type: none"> ✓ Mental Health First Aid 5 year plan completed ✓ Christian Meditation implementation plan developed

Development which focus on Mental Health	<ul style="list-style-type: none"> ✓ 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 ✓ 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 measurable 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 ✓ Mental Health Champions RNAO evaluation completed ✓ Student mental health and wellbeing survey

Appendix 2

Bruce Grey C.D.S.B. Mental Health Communication Plan

Purpose	The purpose of the BGCDSB Mental Health communication strategy is to build awareness of the MH Strategy, promotion of MH initiatives & reduction of MH Stigma
Desired Outcome	Increase in MH awareness, greater participation and knowledge of Board/School MH initiatives and positive attitudes toward MH
Current Attitudes	We don't know what's available Mental Health vs. Mental Illness Mental Health initiatives have to be 'big' Mental Health is a subject (not integrated)
Strategy	Utilize Social Media, key messaging (branding), newsletters to achieve desired outcomes
Strategic Considerations	Potential Barriers: Confidentiality. Stigma, controlling flow and quality of information, social media competency, Personal interpretations
Target Audiences	Bruce Grey CDSB employees, Parents, Students, Community Partners (Agencies, Parishes ect.)
Spokesperson(s)	Mental Health Leadership Team System Support Team Principals/Admin Mental Health Teams Mental Health & Academics are interconnected
Key Messaging	Our Faith supports positive Mental Health

Caring adult is paramount to positive Mental Health

“I am with you...”

“Be still and know that I am God...”

‘Mental Health Matters’

Timing

Ongoing. SST 2 or 3 times a week

Tools

Bruce Grey C.D.S.B. web page ‘Mental Health Matters’ www.bgcdsb.org

Facebook: Mental Health Bruce-Grey CDSB

Twitter: @MentalHealthBG

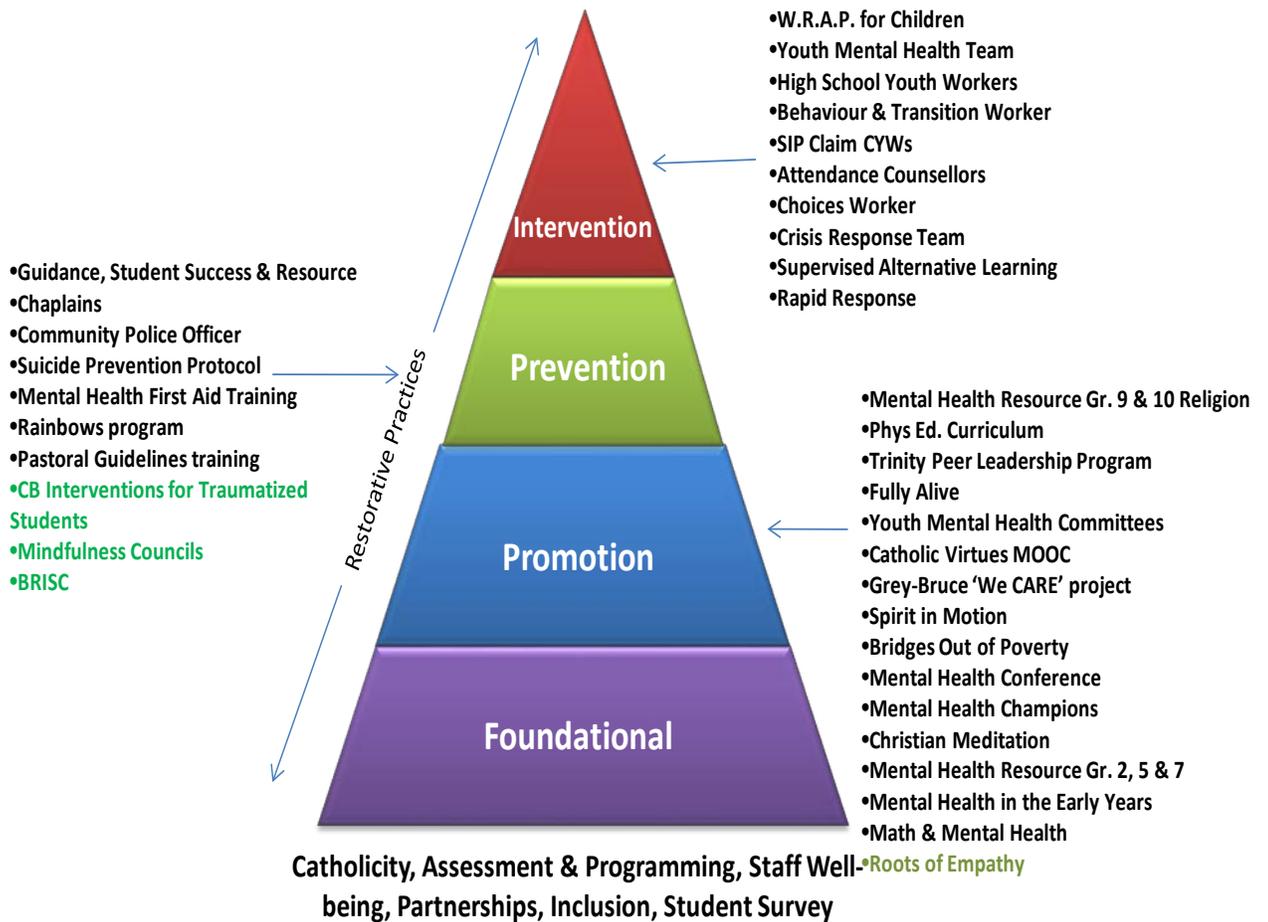
Virtual Mental Health Tapestry

Evaluation

Engagement/ # of Followers, tweets, shares, page likes/visits. # of newsletters

Appendix 3

Bruce-Grey Catholic District School Board Mental Health Supports & Programs 2016 - 2017



*programs to be introduced/piloted in 2017 - 2018

Appendix 4

Proposed P.D. plan for 2017 – 2018

Mental Health System Professional Development

2017 - 2018

P.D	Target	Timing	Days	Responsibility
1. 'Holding the Hope: Supporting youth with Severe Emotional & Behavioural Challenges'	St. Joseph's St. Anthony's Holy Family	Session 1 – Sept 20 Sept 27 Session 2 – Oct 19 Oct 20	2 x 2 days 40 staff each day	MH Lead & Kilbride & Associates <i>(Safe Schools 20054)</i> <i>(FNMI 02002)</i>
2. Roots of Empathy	ECE staff	Sept 18, 19, 20 One more TBD	4 10 ECE staff 6 CYW	MH Lead, Early Years Consultant, <i>(Roots of Empathy will cover training, materials and supplies for ECE's)</i>
3. Supporting Minds Modules: Mental Health & Well-being, Anxiety & ADHD	All staff	Embedded at school level		MH Lead & System Support Team
4. Mental Health Champions	Grade 7/8 staff Holy Family ICS St. Anthony's St. Joseph's Notre Dame MIC Sacred Heart, Teeswater student training	Sept 26 Oct 12 12 staff	.5 day 1 day 7 staff	MH Lead, Youth Workers & Health Unit Staff <i>(Safe Schools 20054)</i>
5. Christian Meditation	All Staff, voluntary	Oct 3	.5 Max. 20 staff	MH Lead & Religion & Family Life Consultant <i>(Religion 10021)</i>
6. Mental Health Curriculum	Grade 2, 5 &7 Grade 9 & 10 Religion & Phys Ed. staff	Feb 15 April 19 Oct 18 a.m.	2 x.5 day Approx. 30 staff .5 day Approx. 20 staff	MH Lead & Religion & Family Life Consultant <i>(Safe & Accepting Schools 02009)</i>
7. Mental Health First Aid refresher Safe Talk	Admin, Resource, Guidance,	Nov 2	1 24 Staff	MH Lead & CMHA <i>(Safe and Accepting Schools 02009)</i>

	Religion Teachers ect.			
11. Spirit In Motion	Grade 6/7 staff	Nov 7	1 day 10 staff	WRAP Team <i>(Safe Schools 02009)</i>
12. FAN Club (supply teacher model)	Early Years pilot (2 schools)	Sept - school embedded	.5	MH Lead & CMHA
13. Celebrate Me Day	Rainbow Facilitators		1 40 staff	MH Lead & SST <i>(Celebrate Me 90006)</i>
14. Mental Health & Math	System Leadership Teams			MH Lead & Learning Network
13. Other: Mental Health Leadership/Advisory Crisis Response System Support Team We CARE	Multi-disciplinary Team members SST MH Lead/BAT	Monthly (Second Tuesday) Oct 25 & Mar 1 First Monday of Every Month First Thursday of Every Month	10 14 staff (most do not need coverage) 2x.5 12 staff 10 12	MH Lead <i>(Mental Health 02006)</i> MH Lead <i>(Safe Schools)</i> MH Lead MH Lead & BAT

Bruce-Grey C.D.S.B. Mental Health Strategy, Work Plan 2017-2018

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 and maintain Organizational Conditions necessary to support the implementation of mental health initiatives				
1. Strengthen school based mental health teams	1. Work with school mental health teams to develop sight specific mental health plans 2. Work with each school to analyze mental health and wellbeing survey data to identify areas of concern and build into mental health plan. 3. Provide guidance and support re. evidence based practices and programs	ongoing	Mental Health Lead	100% of schools develop meeting with MH Lead
2. Implement a new delivery model for the System Support Team	1. Update referral package and Board resources relevant to the System Support Team, i.e., Attendance Protocol, Data base 2. In service Resource Teachers and Principals on new delivery model 3. Provide access to tool through staff learning sites	Oct2017 Oct-June2017	Mental Health Lead System Support Team staff	Electronic pathways document created and Principals & Resource teachers provided within service Resourcesharedwith%100 of Mental health teams

<p>3. Expand the Mental Health Communication Strategy</p>	<ol style="list-style-type: none"> 1. Work with CWY's and Principals to push out MH activities 2. Compile a MH Tapestry for Mental Health Awareness week. 3. Work with Communications Officer to move MH Conference materials to a back page of the Board 'Mental Health Matters' page accessible to staff 	<p>Sept 2017</p> <p>May 2018</p>	<p>System Support Team & Mental Health Lead</p> <p>Mental Health Lead</p>	<p>Twitter Posts 100% increase Facebook Posts 100% increase</p> <p>All schools contribute to MH Tapestry</p>
<p>4. Strengthen existing partnerships and explore new partnerships with Community mental health partners</p>	<ol style="list-style-type: none"> 1. Establish a clear partnership protocol with Keystone Child, Youth & Family Services 2. Formalize partnership protocol with the Grey Bruce Health 3. Explore other Partnership opportunities 	<p>Dec 2017</p> <p>In progress</p> <p>In progress</p>	<p>SO for Mental Health Mental Health Lead</p>	<p>Written Partnership agreements</p>

<p>5. 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, post April 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 2017 Sept Ongoing April 2018</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>
<p>6. Facilitate deeper understanding of Mental Health strategy with Community members</p>	<p>1. Work with Community Partners in Community Presentations, i.e., We CARE 2. Make School Parent Councils aware of Strategy 3. Promote Parent Councils following 'Mental Health Matters'</p>	<p>Ongoing Oct – June Ongoing Sept 2017</p>	<p>Mental Health Lead System Support Team System Support Team Mental Health Lead</p>	<p>Complete 5 We CARE evenings 10 completed Parent Council rep following Mental Health Matters</p>

BruceGrey C.D.S.B. Mental Health Strategy, work plan 2017-2018

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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: Provide high quality professional development that is grounded in research with a particular focus on specific trainings and embedded opportunities for learning				
1.Offer SMH- Assist webinars on MH Classrooms, Anxiety, Mood and ADHD through embedded learning opportunities	<ol style="list-style-type: none"> 1. Provide training to System Support Team 2. Team members offer learning opportunities to staff, i.e., lunch & learns, PLN's as requested 3. Offer a similar training to E.A. staff 	<p>Oct 2017</p> <p>Oct June 2018</p>	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.2,5,7,9 & 10 through Religion & Family Life & Phys Ed. 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 	<p>Oct 2017 & Feb</p> <p>Oct 2017</p>	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 Spirit In Motion 4. Literacy level training for staff involved in Mental Health Champions program</p>	<p>Oct 2017(yearly) Oct 2017 Fall 2017</p>	<p>Religion & Family Life Consultant Mental Health Lead 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. Provide staff with specific training related to suicide prevention and mental health</p>	<p>1. Provide a ½ day refresher for MHFA 2. Provide Safe Talk training to key gate keepers, i.e. System Support Team, Guidance, Resource, Administration</p>	<p>Nov 2017</p>	<p>Mental Health Lead CMHA</p>	<p>25 staff taking 'refresher' 25 staff taking Safe Talk Pre and post for Safe Talk</p>
<p>5. Create awareness of 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 2017</p>	<p>System Support Team staff</p>	<p>100% of schools receiving an in service</p>

6. Explore and access expertise, evidence based 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 2. Work with SMH – Assist in BRISC pilot 3. CYW’s attend Roots of Empathy training	Sept-June2017	Mental Health Lead	Complete training and implement strategies on service plans
7. Build on the Mental Health in the Early Years initiative	1. Introduce Roots of Empathy 2. Train 2 ECE staff in 5 pilot schools 3. Train System Support Team Staff 4. Implement in 10 JK or SK classrooms and ‘other’ rooms as identified by SST work plans	June 2017 Sept 2017 Oct – June 2018	Mental Health Lead Early Years Consultant/Lead	ROE in 10 Early Years classrooms 5 additional classrooms complete program with CYW’s
8. Make explicit connections between Mental Health and Math through collaboration with Board Math initiatives	1. Embed ‘Mental Health’ in Math planning sessions 2. Implement Mental Health Carousels in System Leadership Team Math days	Ongoing Sept - June	Mental Health	6 planning sessions 6 Carousels completed

<p>9. Support staff in becoming Trauma informed and Trauma Responsive</p>	<p>1. Provide 'Holding the Hope' P.D. 3 identified schools 2. Provide follow-up support in the 'Sanctuary' model 2. Work with School Mental Health Teams to set goals and embed practice</p>	<p>Sept 2017 Oct 2017 Nov – June 2018</p>	<p>Mental Health Lead</p>	<p>PD sessions completed Work plan developed by each school</p>
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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.2, 5 & 7 classrooms	<ol style="list-style-type: none"> 1. Provide literacy level training for staff 2. Make resource available on the Mental Health Matters page 3. Provide embedded support at the classroom level through school visits 	<p>Oct 2017</p> <p>Sept 2017</p> <p>On going</p>	Mental Health Lead Religion & Family Life consultant	P.D. session completed and 50% of staff implementing On line resources available Follow up visits to one Gr. 2, 5 & 7 class
2. Introduce Roots of Empathy	<ol style="list-style-type: none"> 1. Identify 5 Pilot schools 2. Train ECE staff 3. Train CYW staff 4. Implement program in Early Years and identified classrooms 	<p>June 2017</p> <p>Sept 2017</p> <p>On going</p>	Mental Health Lead Early Years Consultant/Lead	5 Pilots schools complete program 5 classrooms completed by CYW staff Pre and Post evaluations

<p>3. Expand Mental Health Champions to 2 additional schools</p>	<p>1. Provide literacy level support to staff 2. Provide full day training for youth leads 3. Youth Leads deliver Champion training to feeder schools involved in project</p>	<p>Sept 2017 Oct 2017 Oct 2017</p>	<p>M H lead Health Unit</p>	<p>7 schools actively involved in program Google doc evidence gathered</p>
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