

Catholic District School Board of Eastern Ontario (CDSBEO)

Board Mental Health Strategy – Action Plan 2019-2020

	Priority Area	Next Steps	Timeline
Organizational Conditions	Assessment of Initial Capacity	<p>1) Using questions based on the document “Leading Mentally Healthy Schools”, the board Mental Health team will continue to conduct a needs assessment with the schools. By asking the Principals and their respective School Mental Health Team to complete the Resource Mapping Questions noted in this tool, a clearer understanding of both the initial capacity within each of the schools, as well as an individualized vision of the needs and strengths in every school will occur</p> <p>2) Update the list of all Members of the School Mental Health Leadership Teams in each school as well as their associated training (i.e., ASIST, VTRA) and post this list on our internal system for ease of access. This list is to be updated in December</p> <p>3) Host a “Community Partner Day” to bring together the community partners from our 4 distinct communities along with our Student Support Workers from each school, the school Chaplain and/or the Principal/Vice Principal to review roles, catchment areas and mandates</p> <p>4) The new Mental Health Lead Agency, based on the <i>Moving on Mental Health</i> initiative, will continue to meet with members from the Board Mental Health Team to explore required changes to MOUs, strategic plans, and where agencies fit on the continuum of Mental Health and Addiction services (i.e. promotion, prevention, intervention)</p> <p>5) Continue to deliver the annual “Resiliency Survey” to students from grades 3-12 to assess their perceived level of resiliency and where they require additional supports.</p>	<p>Winter 2020</p> <p>Fall 2019</p> <p>Winter 2020</p> <p>Ongoing</p> <p>Fall 2019</p>

		6) Provide the Student Senate with a copy of the overall board Resiliency Results so that these student leaders have an opportunity to develop an “Action Plan” to help increase the Resiliency Results of our students.	Fall 2019
	Standard Processes	<p>1) Continue to explore additional support to students struggling with addiction concerns in partnership with our community partners. The process of creating a clear pathway for students specifically struggling with addiction concerns will continue to be developed.</p> <p>2) Continue with an increased focus on the “Transitional Years” (gr 7, 8 and 12) and provide added support to students during these critical years. The schools with students in grades 6 and 8 have been introduced to the “Healthy Transitions” program developed by Ottawa Public Health. Additional support for students in this age group, along with grade 12 students, is a priority. Further exploring the Link Crew program, where the grade 12 students support the new grade 9 students, and other peer support programs will continue.</p> <p>3) Consolidating clear “Pathways to Care” with our Community Partners including addiction partners and Aboriginal partners.</p> <p>4) The HEADS-ED Screening Tool will be introduced to help staff understand and guide interventions for our high-risk students. In addition, other common school/community assessment tools will be explored</p> <p>5) Ensure all buses have Mental Health promotion posters (i.e., Kids Help Phone)</p> <p>6) Further publicize the Reach Out Now suicide prevention website as this is a new resource that covers all areas of our school board</p> <p>7) Ensure that each school has at least 2 Elephants from the Elephant in the Room campaign developed by the Mood Disorder Society of Canada. This is an anti-stigma campaign that allows students to recognize that speaking about mental health and addictions is something that is ok and encouraged.</p>	<p>Ongoing</p> <p>Fall 2019</p> <p>Ongoing</p> <p>Fall 2019</p> <p>Fall 2019</p> <p>Fall 2019</p>

	<p>8) Work with our local Children’s Aid Societies to obtain a current listing of students who are in care of the Society to ensure that we are aware of this high-risk group and can take preventative measures to ensure they remain healthy and can succeed academically</p>	Fall 2019
	<p>9) Further publicize the Canada Learning Bond in our schools so that parents can be made aware of this opportunity</p>	Winter 2020
	<p>10) Explore installing Mental Health bulletin boards in each of our schools so that promoting positive mental health – with staff and students – remains top of mind</p>	Winter 2020
	<p>11) Provide each of our schools with more copies of the CDSBEO Finding Directions brochure which provides staff with valuable information about where to turn should they be struggling with their own mental health</p>	Fall 2019
	<p>12) Introduce the <i>Guide for Working Together to Respond to Children and Youth Struggling with Substance Use, Addictions and Mental Health Concerns</i> to principals and school staff</p>	Fall 2019
	<p>13) Continue to partner with agencies that support child/youth mental health to help raise awareness and funds for mental health resources (i.e., Mood Disorders Society of Canada’s Defeat Depression, Kids Help Phone’s Walk so Kids Can Talk, etc.)</p>	Spring 2020
	<p>14) Our 2 new School Mental Health Workers will be supported by our Mental Health Lead to utilize Brief Intervention for School Clinicians (BRISC)</p>	Fall 2019
	<p>15) The materials available through Action for Happiness will be explored</p>	Winter 2020
	<p>16) The “Start with Hello” campaign, which was initiated by our local Public Health Unit, will be further publicized and promoted</p>	Fall 2019
	<p>17) The Mental Health Section of our CDSBEO website will be updated to remain current</p>	Summer 2019

		18) The Memorandums of Understanding with our community partners (i.e., MHAN, YouthNet, Open Doors, CMHLG, Valoris, Cornwall Community Hospital, etc.) will be reviewed by the Superintendent responsible for Mental Health along with the Mental Health Lead to ensure accuracy and consistency in services provided	Fall 2019
	Professional Learning Protocols	<p>1) The ASIST/SafeTALK Training Strategy will continue.</p> <p>2) 2 people from each School Mental Health Team will be trained in ASIST</p> <p>3) In-service regarding the new <i>Guide for Working Together to Respond to Children and Youth Struggling with Substance Use, Addictions and Mental Health Concerns</i> will be provided by the school board to Principals and school staff</p> <p>4) Majority of secondary staff and senior students will be trained in SafeTALK and/or SuicideTALK</p> <p>5) Updated materials for the “Mental Health Kits” will be provided to all schools with along with in-services to explain the information in the Kits and how to use these resources</p> <p>6) SafeTALK training will be offered to those interested in the community (i.e., Parents, Girl Guides Leaders, Coaches, etc.)</p> <p>7) VTRA and ASIST training Refreshers will continue</p> <p>8) Mindfulness training for staff will be explored using the Mindful Schools program</p> <p>9) Executive Functioning training for school teams will continue following the pilot of this program at one of our elementary schools</p> <p>10) Naloxone training will be offered by our Public Health Units for every school at one of their monthly staff meetings</p> <p>11) Explore training for staff regarding sex trafficking</p> <p>12) LivingWorks Start and the half-day ASIST Tune-Up will be explored</p>	<p>Ongoing</p> <p>Spring 2020</p> <p>Fall 2019</p> <p>Ongoing</p> <p>Spring 2020</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall 2019</p> <p>Ongoing</p> <p>Fall 2019</p> <p>Fall 2019</p> <p>Fall 2019</p>

	Mental Health Strategy and Action Plan	<p>1) The 3-Year Mental Health Strategy will be completed by the board Mental Health Leadership Team, and this will then be shared with the Director of Education, Senior Executive Council and Trustees to ensure consistency between the Mental Health Strategy and the Board Overall Strategic Plan and Board Improvement Plan</p> <p>2) This Strategy will be reviewed annually with our Board Mental Health Team</p>	<p>Summer 2019</p> <p>Summer 2020</p>
	Ongoing Quality Improvement	<p>1) Focus Groups will be offered annually with our students to ensure the student voice is heard and acknowledged</p> <p>2) Indicators of success (documentation and statistics) of our PARTNERS/ABLE/Turning Points programs will be reviewed and, based on this evaluation, strategies will be put into place to improve student outcomes</p> <p>3) Evaluation regarding the effectiveness of the process of linking students with Community Agencies when added support is required will be explored (including effectiveness of communication)</p> <p>4) Begin to evaluate the outcomes of our new Mental Health and Addiction Workers (2), our Mental Health awareness and literacy training, and our programming efforts to ensure fidelity of implementation (i.e. Roots of Empathy)</p> <p>5) Review instances where our VTRA and Suicide Protocols were implemented to begin to assess whether there should be any changes to these protocols and whether they have been effective in supporting students and moving forward</p> <p>6) Once addiction services are being offered more comprehensively, these interventions and outcomes will also be evaluated</p> <p>7) Feedback from parents will be actively sought via a Parent Survey on the CDSBEO website to ensure that the parents' voices are heard and acknowledged</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Spring 2020</p> <p>Spring 2020</p> <p>Spring 2020</p> <p>Spring 2020</p> <p>Fall 2019</p>

		8) With parent/student permission, students will be interviewed and videotaped regarding what is helping to promote their positive mental health at school. This video will then be shared with staff to better understand the impact that they have on students' lives	Winter 2020
Capacity Building	Increase capacity amongst administrators and school staff to provide them with the confidence to effectively work with students who may be struggling with Mental Health and/or Addiction needs	<p>1) In addition to those Capacity Building Opportunities noted under "Organizational Conditions", increase Mental Health literacy by continuing to offer evidence-based training (i.e. Mental Health First Aid) to staff who have not yet received this training</p> <p>2) Working with the Centre of Excellence for Child and Youth Mental Health, utilize those modules developed by The Centre to enhance and reinforce Mental Health Literacy efforts in the schools</p> <p>3) The "Checkered Flags" website will be updated and reviewed with Principals to increase awareness of this valuable resource available to schools</p> <p>4) Review the "Resiliency Questionnaire" Results with staff and make the link between Resiliency and positive mental health. Support School Mental Health Teams in the development and implementation of their "Resiliency Action Plan" and Resiliency Lesson</p> <p>5) Suggested monthly staff activities will continue to be sent out by the Mental Health Leader in order to promote positive mental health amongst staff</p> <p>6) Further focus on Family Engagement opportunities and methods will be explored</p> <p>7) Continue to partner with our local police departments to ensure school staff are aware of the opioid crisis and feel supported</p> <p>8) The Mental Health and Addiction Nurses through the Local Health Integration Network (LHIN) have indicated that they are available to do presentations to groups of staff or students regarding a range of mental health and addiction topics. This will be further publicized so that schools can take advantage of this opportunity</p>	<p>Summer 2019</p> <p>Spring 2020</p> <p>Winter 2020</p> <p>Fall 2019</p> <p>Spring 2020</p> <p>Ongoing</p> <p>Fall 2019</p> <p>Fall 2019</p> <p>Fall 2019</p>

Mental Health Programming	Given that anxiety, depression and substance use are the Mental Health needs which present the most concern to schools, ensure increased programming is in place to address these concerns and, it is hoped, prevent them from occurring	1) The “Sources of Strength” program will continue in each of our secondary schools and for students in grades 7/8 in our K-8 schools	Ongoing
		2) Provide the Resiliency Lesson developed for all grades (JK- gr 12) to staff by means of our internal CDSBEO staff website. Teachers will then have the resources on hand to educate students about Resiliency and provide them with their personalized Resiliency Survey results	Fall 2019
		3) Continue to partner with the Mood Disorders Society of Canada to decrease stigma associated with Mood Disorders, including depression. In turn, this will allow students to feel more comfortable to acknowledge that they are suffering and are in need of support	Ongoing
		4) The Triple P Parenting Program and the Parents’ Lifelines of Eastern Ontario will be more visible in our schools (i.e. They will have presence at our Grade 7 Open Houses)	Ongoing
		5) The “Dare to Dream” program will be further publicized once it is up and running and students interested in this program will be supported	Winter 2020
		6) In collaboration with the Mental Health Commission of Canada, students from all of our secondary schools will be invited to the HeadStrong Youth Summits to further decrease stigma in the schools associated with mental health	Spring 2020
		7) Programs promoting Mindfulness will be explored	Fall 2019
		8) The Reaching In, Reaching Out program will be explored to help support our youngest students	Fall 2019
		9) Cognitive Behavioural Therapy techniques will continue to be brought into the classroom using the Harry Potter novel	Ongoing
		10) All grade 7 students will participate in the Climate Schools Series to aid with substance use education	Spring 2020

		11) Continue to partner with Kids Help Phone to ensure that all staff and students are aware of this valuable resource	Ongoing
		12) Invite Robb Nash to our school board area so he can deliver his message of hope and resilience while ensuring the proper supports (i.e. community Mental Health, Kids Help Phone, etc.) are present for his presentation to support students if needed	Fall 2019
		13) Introduce the concept of trauma-informed schools to school staff	Summer 2019
		14) Further publicize the Bounce Back Ontario and Big White Wall programs to senior students and staff	Ongoing
		15) Work with our Community Agencies in the development of the Community Hubs (in Prescott-Russell, SDG and Kemptville)	Ongoing
		16) Support Planet Youth Lanark on bringing Planet Youth (formerly known as the Icelandic Model) to our school board area	Ongoing
		17) Youth from YouthNet will continue to deliver presentations to students from grades 7-12 including “Stress-Less” and “How to Help a Friend”	Ongoing
		18) YouthNet will provide a “Pens and Paints” program at one of our K-8 or secondary schools	Winter 2020
		19) Introduce Hopewell’s (the Eating Disorder Support Centre) presentation to schools ensuring the focus of these presentations is on positive body image and health	Fall 2019
		20) Explore opportunities for linking students with the elderly population to increase the positive mental health of both these groups	Winter 2020
		21) Explore the CHOICES program and introducing this program to all areas of our school board	Fall 2019