



# Hamilton-Wentworth Catholic District School Board

## 2021-2022 Annual Action Plan to address Board Strategic Priorities

Because of the LORD's great love, we are not consumed, for his compassions never fail. They are new every morning; great is your faithfulness - Lamentations 3:22-23

<b>REBUILD, RESTORE, RENEW TOGETHER</b>				
<b>Strategic Plan Priorities</b>	<b>Activities</b> What will you do? Who do you want to influence?	<b>Method</b> How will you do it? Who will be involved?	<b>Indicators of Success</b>	<b>Monitoring and update</b>
<b>FOUNDATION FOR A MENTALLY HEALTHY RETURN TO SCHOOL SEPTEMBER 2021</b>				
<p>In order to support a mentally healthy return to school for students, HWCDSB staff participated in a virtual professional development (PD) session during a September PA day focusing on “Supporting Student Mental Health during Return to School”. The PA Day themes identified “Wellness Rooted in Faith” setting a solid foundation for school staff to feel confident and safe, thereby equipping staff to support student mental health and well-being, which in turn allows students to return to a welcoming and inclusive environment, positive classroom settings.</p>	<p>Training focused on three main themes that align and support the HWCDSB Mental Health Action Plan, namely:</p> <ul style="list-style-type: none"> <li>The importance of self-care for staff, which is central to the Catholic faith and at the foundation of student mental health.</li> <li>Student Engagement: how to support students to feel a sense of belonging, value their learning, and empowerment to participate in and lead academic and non-academic activities.</li> <li>Dissemination of selected high quality, concrete, evidence-based resources to support students return, including conversation starters and social emotional learning tools to bolster student mental health, all through a lens of diversity and equity.</li> </ul>	<ul style="list-style-type: none"> <li>A team of staff including HWCDSB Mental Health Lead, Manager of Social Work Services, Manager of Psychological Services, Staff Wellness Lead, Indigenous Education Lead, Program Leader of Religion and Family Life Workplace Development Coordinator and senior leadership co-created a virtual presentation to meet the three activity aims.</li> <li>The presentation was disseminated widely across the entire board via LMS MyClass site and a requirement of the September PA day professional learning.</li> <li><b>HWCDSB Back to School Student Mental Health Kit</b> - to be distributed to all students containing</li> </ul>	<ul style="list-style-type: none"> <li>All board staff participated in the September PD day professional which identified the intersectionality of mental health, bullying and anti-racism BIPOC resources from Ministry, SMHO and HWCDSB</li> <li>Conduct survey with staff to identify further learning needs and the effectiveness of the resources provided.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that resources are available to all staff and access to resources are available.</li> <li>Referred to by MHL, social workers and CYW at various levels including GPM, FOS to provide reminders of resources and share information as needed when concerns arise.</li> <li>EFAP counsellor providing information and tips to school administrators about staff wellness at GPM.</li> <li>Monitor the uptake of resources through ICT and Social Work referrals.</li> </ul>

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## TIER 1: GOOD FOR ALL

Strategic Plan Priorities	Activities What will you do? Who do you want to influence?	Method How will you do it? Who will be involved?	Indicators of Success	Monitoring and update
<p><b>1. Evidence-based social emotional development as part of regular classroom/school life - *Faith &amp; Wellness</b></p> <p>A mentally healthy school and classroom is a learning environment in which everyone feels they belong. To set the foundations of a mentally healthy school both in-person and virtually, one must welcome, include, and understand students, staff, and families; promote skills and knowledge that build mental health; and partner with others in support of student learning and wellness. Child and Youth Workers are available to deliver and support educators in the delivery of universal evidence-based programs, interventions, and strategies for the purpose of prevention and early intervention at this level.</p>	<p>Recognizing the need for concrete, evidence-based practices for educators to use in the classroom to promote student well-being and enhance social-emotional learning skills, HWCDSB will implement social emotional learning through the use of the <b>Faith and Wellness: Everyday Mental Health Practices Resource, Tools for Life, and Restorative Practices.</b></p>	<ul style="list-style-type: none"> <li>• Link with key stakeholders such as consultants (Religion and Family Life, Early Years, Student Success, Literacy and Numeracy, Special Education) Social Workers and Child and Youth Workers. Integrate the resources into curricula e.g.: Embedding social emotional skills into the Grade 9 de-streaming of math to enhance the SMHO implementation resources.</li> <li>• CYWs to directly deliver and support educators in delivering curricula that has SEL embedded throughout.</li> <li>• Notify senior leadership and administrators initially via board memo.</li> <li>• Disseminate of SMHO SEL posters both elementary and secondary schools for display</li> </ul>	<ul style="list-style-type: none"> <li>• All school staff are aware of, have access to, and are using the resources.</li> <li>• Positive impact on student mental health and well-being.</li> <li>• Positive student engagement in learning and social interactions.</li> <li>• Positive impact on classroom and school environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with CYWs and Social Workers for monitoring and evaluation.</li> <li>• Monitor school climate data.</li> <li>• Measuring the uptake of the resource through CYWs in classrooms.</li> <li>• Engagement with administrators and EFAP to monitor feedback specific to the contribution of the tool in the health/wellness of the classroom and school environment.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Help educators explore strategies for creating an inclusive classroom environment through promotion of the several SMHO tools through the HWCDSB Student Mental Health Resource Flipbook.</li> <li>• Child and Youth Workers work to promote the social and emotional growth of students to maximize educational opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Family of Schools meetings to upskill administrators who will bring the resource back to their schools.</li> <li>• Upskill CYWs in the resource to assist with conducting voluntary workshops to demonstrate practices as needed.</li> <li>• Promotion of the Faith and Wellness Resource in Mental Health Week Memo</li> <li>• Dissemination of the flipbook to each classroom across the HWCDSB.</li> <li>• Highlight the flipbook during September PD day Return to School Professional Development session.</li> <li>• Highlight and provide link to the tool in board Mental Health LMS MyClass Site.</li> <li>• Ensure all staff are aware of the role of child and youth workers in schools, as well as the internal pathway of referral.</li> </ul>	<ul style="list-style-type: none"> <li>• Educators are aware of, have access to, and are using the resource.</li> <li>• Staff increasing confidence and notice when a student(s) may be struggling and appropriate supports and/or referrals will be made.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor LMS site metrics for utilization.</li> <li>• Check-in with administrators regarding resource uptake.</li> <li>• Child and Youth Workers to monitor referrals for their support.</li> <li>• School Climate Data (Tell Them from Me)</li> </ul>
<p><b>2. Building capacity through mental health literacy</b></p> <p>Mental health literacy for education is a process built on the foundations of self-awareness, reflective practice, capacity building, and advocacy. The process requires staff to notice, to learn, to ask and to be present. Engaging in mental health literacy does not require that educators take</p>	<ul style="list-style-type: none"> <li>• Help educators explore lesson plans developed to increase appropriate mental health literacy through promotion of the newly developed classroom lessons regarding the HWCDSB Cannabis &amp; Vaping.</li> <li>• Review of the Suicide Prevention, Intervention and Postvention Protocol.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of educators regarding Cannabis &amp; Vaping classroom lessons which will be embedded in the Physical Health and Literacy curriculum.</li> <li>• Posting the Cannabis &amp; Vaping lessons plans on LMS educator sites.</li> <li>• Thorough review of the Suicide Prevention Protocol with social</li> </ul>	<ul style="list-style-type: none"> <li>• Request feedback from school Principals regarding educator use of Cannabis &amp; Vaping lesson plans.</li> <li>• All staff have awareness of the updated Suicide Prevention Protocol.</li> <li>• Staff feel equipped to make pathway</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor LMS uptake related to lesson plans on Cannabis &amp; Vaping lessons</li> <li>• Monitor staff enrolment numbers in safeTALK.</li> <li>• Creation and maintenance of safeTALK trainee list.</li> </ul>

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<p>on the role of a mental health professional. Instead, educators leverage their knowledge and experience in the classroom to notice when a student is struggling and build mental health and resilience through daily and universal classroom practices.</p>	<ul style="list-style-type: none"> <li>• Further training for HWCDSB staff to recognize when a student is thinking about suicide and connect them to help and support.</li> </ul>	<p>workers who will work with each school administration to deliver training at staff meeting.</p> <ul style="list-style-type: none"> <li>• Reengage Living Works to offer safeTALK training available to all staff across the HWCDSB.</li> <li>• Reinstatement of the Mental Health Advisory Committee to receive input from community stakeholders, ie: student voice, Indigenous, BIPOC,</li> </ul>	<p>connections for students requiring additional support.</p> <ul style="list-style-type: none"> <li>• All required staff receive the safeTALK training resulting in fully trained staff at each school.</li> </ul>	
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## TIER 2: NECESSARY FOR SOME

Strategic Plan Priorities	Activities What will you do? Who do you want to influence?	Method How will you do it? Who will be involved?	Indicators of Success	Monitoring and update
<p><b>1. Preventive interventions for students at risk.</b></p> <p>In every school and classroom, there will be some students who may need additional support. School staff can help by reinforcing skills and working to remove barriers to learning.</p> <p>At this level, attention must be paid to noticing when the balance tips for some students and they need more support. To do this, staff must have 1) a good understanding of mental health literacy, and 2) knowledge of signs and symptoms that students may be struggling with their mental health.</p>	<p>The key activities to address these priorities are:</p> <ul style="list-style-type: none"> <li>• Professional development for School Mental Health Leadership Teams regarding supporting students who may be struggling behaviourally and/or emotionally in relation to the transition back to school. This PD will provide educators with basic knowledge and information related to mental health, strategies to enhance student mental health, and everyday practices for use in the classroom. (Recorded and loaded to LMS for all teachers to access)</li> <li>• <b>ONE-CALL Desk Reference:</b> This resource provides educators with a concrete, step-by-step guide to</li> </ul>	<ul style="list-style-type: none"> <li>• CYWs to deliver training to the Mental Health Leadership Team around “noticing” mental health issues and “help seeking behaviour” in students.</li> <li>• Dissemination of SMHO posters both elementary and secondary schools for display including <b>No Problem Too Big or Too Small, Self-Care 101</b></li> <li>• Dissemination of the <b>HWCDSB Flipbook</b> to each classroom across the Board.</li> <li>• Highlight the flipbook during September PA day Return to School Professional Development session. Including review of Tier 1 and Tier 2 strategic plan including</li> </ul>	<ul style="list-style-type: none"> <li>• Staff developing knowledge of supporting students who are experiencing anxiety and difficulty reengaging.</li> <li>• Educators are better able to identify students who require more support and access to resources.</li> <li>• All staff have good understanding of signs and symptoms of mental health struggles, and they know what to do when they see it.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of staff who attended the MH &amp; WB PD Day.</li> <li>• Monitor LMS site metrics regarding access to the posted material.</li> </ul>

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<p>School mental health professionals such as social workers and Child and Youth Workers provide intervention services at this level.</p>	<p>support students, including signs and symptoms of common mental health struggles, as well as conversation starters to support students during difficult moments.</p>	<p>review of the <b>Mentally Healthy Classroom Resource</b>.</p> <ul style="list-style-type: none"> <li>• The <b>ONE-CALL Desk Reference</b> to be highlighted in the September PD Day.</li> </ul>		
<p><b>2. Direct intervention/support for students and families who are struggling with mental health concerns</b></p> <p>At this level, school mental health professionals such as Social Workers and Child and Youth Workers are available to provide intervention services.</p>	<ul style="list-style-type: none"> <li>• CYWs, in collaboration with the BCBAs, participated in Triple P Parenting training during the month of June 2021 and into July 2021.</li> <li>• Further access to Triple P Group and individual programming into the 2021-2022 school year.</li> <li>• Emotion-Coaching for Caregivers</li> </ul>	<ul style="list-style-type: none"> <li>• Community promotion of Triple P Parenting “conversation” time for parents.</li> <li>• Ensure that both staff and parents/guardians are aware of and have access to ongoing student mental health newsletters on a quarterly basis.</li> <li>• Ensure all staff are aware of the role of social workers in schools, as well as the internal pathway of referral.</li> <li>• Opportunities for additional social workers to be trained in Emotion-Coaching.</li> <li>• Ongoing participation in the CoP Emotion-Coaching with community partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will notice when students may be struggling and appropriate supports and/or referrals will be made.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor Social Work referrals.</li> <li>•</li> </ul>
<p><b>3. Capacity building to support suicide prevention in students</b></p> <p>Increased literacy and intervention competency in elementary and secondary school staff related to student struggling with thoughts of suicide.</p>	<ul style="list-style-type: none"> <li>• Offer Applied Suicide Intervention Skills Training (ASIST) at the request of school principals to ensure that each school feels confident and capable of supporting students struggling with suicidal ideation</li> <li>• Suicide Prevention, Intervention and Postvention Protocol - This updated resource provides educators with a concrete, step-by-step guide to support</li> </ul>	<ul style="list-style-type: none"> <li>• Identification by MHL of staff who need to be ASIST trained, including new SERT, Chaplains, VP and Principals who have yet to be trained.</li> <li>• Thorough review of the Suicide Prevention Protocol with social workers who will work with each school administration to deliver training at staff meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• All required staff receive the ASIST training resulting in fully trained staff at each school.</li> </ul>	<ul style="list-style-type: none"> <li>• Following the training, the participant feedback forms will indicate that participants feel more confident and capable to support someone struggling with suicidal ideation.</li> <li>• Monitor enrolment of staff for training.</li> </ul>

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	<p>students, including warning signs of suicide in students.</p> <ul style="list-style-type: none"> <li>• Prepare; Prevent; Respond Guide - ensure that parents/guardians become familiar with the SMHO resource to support their children in the home.</li> </ul>	<ul style="list-style-type: none"> <li>• MHL will offer or arrange to offer professional learning as requested.</li> </ul>		
<b>TIER 3: ESSENTIAL FOR FEW</b>				
Strategic Plan Priorities	Activities What will you do? Who do you want to influence?	Method How will you do it? Who will be involved?	Indicators of Success	Monitoring and Update
<p><b>Tier 3 - Essential for Few:</b></p> <p><b>Some students require more targeted supports and interventions provided by trained mental health professionals either through the school district or in the community.</b></p> <p>Schools are uniquely positioned to support student mental health promotion, early identification, prevention, and early intervention services. There needs to be strong system collaboration and clear pathways to, from and through services.</p>	<ul style="list-style-type: none"> <li>• Collaborative initiatives with community mental health partners and cultural/faith-based organizations to develop and enact a framework for effective stepped care support for children, youth and families (including virtual care supports)</li> <li>• Engagement of Parish and Chaplaincy Leaders to provide opportunities for wellness in Tier 3 students</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration between Mental Health and Special Education to identify students most in need.</li> <li>• Engagement in community consultation with RJCHC, CONTACT Hamilton, Lynwood Charlton Centre to present students with particular mental health challenges and develop pathways for services and support with these interdisciplinary community professionals.</li> <li>• Parish and Chaplaincy leaders will create intentional opportunities for students and families</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of community consultation process through surveying school staff regarding effective pathway and student support.</li> <li>• Follow up meeting with interdisciplinary community mental health team to ascertain the appropriateness of the referrals from the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor incoming referrals to the consultation process.</li> <li>• Check in with administrators and social workers regarding process uptake and interest.</li> </ul>
	<p>Ensure system and school leaders are clear about how to support a pathway to, through and from more intensive supports. This is achieved through the familiarization of the <b>SMHO Circle of Support resource.</b></p>	<ul style="list-style-type: none"> <li>• The SMHO Circle of Support resource and other community resources was disseminated in the form of the HWCDSB Student Mental Health Flipbook to each classroom for easy access to the resource.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will be aware of and accessing key policies and protocols, as well as internal and external pathways of support for students</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring referrals to Social Work Services as well as Community Partners.</li> <li>• On-going collaboration with school administrators.</li> </ul>

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			with more intensive needs.	
	<ul style="list-style-type: none"> <li>• Delivery of Triple P Parenting Programs both on an individual student intervention as well as engagement with parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• Partnering with the City of Hamilton Public Health and Ron Joyce Children’s Health Centre in the delivery of Triple P Parenting program to Tier 3 students and families.</li> <li>• Offering of the following Triple P Positive Parenting Programs:             <ul style="list-style-type: none"> <li>- <b>Dealing with Challenging Behaviours Triple P Discussion Group Ages 2-6</b></li> <li>- <b>Group Triple P Ages 2-6</b> - 9-week program for parents interested in learning ways to build a positive relationship with their child and strategies to respond to challenging behaviours.</li> <li>- <b>Managing Fighting and Aggression Triple P</b></li> <li>- <b>Discussion Group Ages 2-6</b> 2-hour workshops for parents who are experiencing challenges in a specific area.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Administration of the Strengths and Difficulties Questionnaire based on interventions conducted with</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>ON-GOING BOARD PRIORITIES:</b>				
<b>Suicide Prevention, Intervention, and Postvention</b>				
<b>Bullying Prevention, Intervention, and Follow-up</b>				
<b>Equity and Inclusion in Service Delivery</b>				

# Mental Health and Addictions Strategy Implementation Action Plan

## **HWCDSD Mental Health and Addictions Leadership Steering Committee**

Dave Hansen, Director of Education

Michelle Hayes, Mental Health Lead

Antonietta Kovach, Superintendent of Education

Jenny Athanasiou-Malisa, Manager of Social Work Services

Dr. Lauren Stanton, Manager of Psychological Services

Kelly Lazure-Valconi, Staff Wellness – Employee Assistance Counsellor

Alicia Ralph - Equity Officer

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