Supporting Student Mental Health
Message from the Chairperson of the Board

The Kawartha Pine Ridge District School Board has a very strong commitment to mental health and overall student well-being. Our Board of Trustees has ensured that this is part of our strategic plan, “Living, Learning, and Leading in a Changing World”. Within that plan are commitments to supporting students and staff in regard to mental health, providing supports to ‘at-risk’ students, as well as working to ensure safe and inclusive school environments. This mental health strategy is the result of input from across stakeholder groups inside and outside of our organization and we believe that it will provide us with further guidance along the path to improved student mental health and well-being.

Cathy Abraham
Chairperson of the Board

Key Messages

* We all need to take care of our mental health

* Mentally healthy schools promote student success

* Working together we can reduce stigma, raise awareness, identify problems early and support every student’s mental health and well-being
Mental Health Strategy

At the Kawartha Pine Ridge District School Board students succeed in a caring environment that supports mental health for all.

Kawartha Pine Ridge District School Board is committed to creating the organizational conditions required to successfully communicate and deliver evidence-based programs that promote social–emotional learning for all students. In the three year Mental Health Strategy we will build structures, processes, resources and learning opportunities to build staff knowledge and skill capacity related to mental health awareness and literacy to assist all students. We will work collaboratively with community partners throughout the process, and communicate our key messages consistently throughout our system.

Values and Commitments

As we implement our mental health strategy we will be guided by the following principles:

1. **Student achievement and student well-being are interconnected.** We believe that when we support student well-being, we ultimately support student success.

2. **Community collaboration** is important in successfully meeting the mental health needs of all students. We have a long history of positive working relationships with agencies within the Northumberland, Clarington and Peterborough communities. These valued relationships will assist us in moving forward collaboratively to implement mental health programs, training and supports in our schools, and ultimately, suicide safer communities.

3. **Evidence based programming is essential.** We will explore feedback about existing programs and data from other sources to determine which ones best suit the needs of our students and schools. We will strive to align the programs being offered in our system, selecting programs based on evidence available regarding their effectiveness and outcomes.

4. A **multidisciplinary approach** is often most effective and our staff will benefit from varying levels of professional learning around mental health. Our teaching and support staff will have opportunities to build capacity regarding mental health awareness and/or literacy. Our professional staff (Social work and Psychology) will have opportunities to build on their expertise in the area of mental health promotion in school communities and identification of student mental health problems and assisting with appropriate interventions and pathways to care in high needs and crisis situations.
Goals:

- Ensuring the sustainability of the strategy, building capacity in the system and augmenting organizational conditions through ongoing assessment.
- Raising educator, staff, student and parent mental health literacy in order to decrease stigma and increase the capacity to recognize the signs of mental health problems early and how to access the appropriate intervention.
- Implementing evidence informed promotion, prevention, and intervention mental health services to promote mentally healthy classrooms.

Establishing Organizational Conditions for Mentally Healthy Schools

Areas of Strength:

Commitment:

- Senior administrators value mental health as a priority, clearly messaging the Mental Health Strategy in Superintendency meetings, professional development opportunities, public and internal communications and Board and school improvement plans.
- Mental health initiatives and capacity building follow a tiered model.
- Schools actively engage in mental health promotion.

Mental Health Leadership:

- KPR has a Mental Health Steering Committee to guide the setting of goals through resource mapping, the development of vision, mission and strategy implementation, and communication. The committee will invite additional members to continue to seek input throughout the strategy with community and board partners.
- Mental Health champions at each school will be designated to support the ongoing communication and implementation of the strategy.
Clear and Focused Vision:
- The KPR vision for student mental health is aligned with the Board Strategic and Improvement Plans.
- The mental health strategy will support school improvement plan goals related to Student Well-being.

Shared Language:
- The vision for school mental health is communicated clearly across the system through the public Board website, staff portal, professional learning, inserts for school newsletters and community presentations.
- Key mental health messages are clearly communicated with consistent language for the system.

Assessment of Initial Capacity:
- A variety of assessment data informs the development of Board and school mental health and well-being goals.
- Resource mapping data and prioritizing areas of need helps inform goals.

Standard Processes:
- System training for Mental Health First Aid, safeTALK, Suicide ASIST has begun.
- Annual review of protocols, pathways for internal referrals and referrals to the community.
- System training for Supporting Minds, Mental Health First Aid, safeTALK, Suicide ASIST.
- Identify Mental Health lead in every school with critical pathway of learning.
- Identify consistent processes to access mental health programs and resources.
- Development of a critical pathway related to capacity building of mental health that is supportive of all stakeholder groups.

Mental Health Strategy/Action Plan:
- KPR mental health strategy will support Board and school improvement plans and strategic priorities.
- KPR mental health strategy will align with School Mental Health ASSIST strategy and action plan.

Broad Collaboration:
- Participation with community agencies and networks, collaboration with Ministry Of Education coaches.
- Collaboration with other school boards and community agencies to co-create materials and share training.

Ongoing Quality Improvement:
- Continue to implement systemic measurements to ensure quality of improvement, such as program/strategy evaluation, board scan, teacher knowledge, student knowledge, student outcomes, school and administrator assessment tools from Leading Mentally Healthy Schools. Superintendent monitoring of student well-being goals, and school climate survey.
Mental Health Capacity Building:

KPR will support ongoing commitment to increasing mental health awareness for all staff, students and families. Capacity building in this regard will be supported through a cascading approach that ensures professional support staff and system leaders are able to communicate the key messages of the mental health strategy and revisit their learning and work in order to evidence this strategy within their everyday practice. Professional learning has been developed through the training of internal facilitators targeting teacher, administrator and support staff groups to ensure systemic and consistent training that mobilizes knowledge around mental health. The following programs have been implemented for the system and a variety of stakeholder groups: (administrators, SERTs, teachers, Student Success cohorts, NTIP) growing to interdepartmental learning:

- Mental Health First Aid
- Suicide ASIST
- safeTALK
- parent conference Mental Health 101
- mental health literacy for grade 9 students

Ongoing awareness and targeted literacy activities will continue to enrich the system learning related to mental health literacy through the mental health lead and champions within each school.

Evidence of success of these initiatives will be assessed by key mental health messages, the KPR mental health strategic goals within Board and staff meetings, and Superintendent monitoring of student well-being goals.

A systemic plan for professional learning with educator groups as well as interdepartmental opportunities will be developed through a critical pathway for a three year period. This plan will include:

- Mental Health Steering Committee Leadership team taking coaching role with Leading Mentally Healthy Schools
- Professional staff taking a coaching role with Supporting Minds document and learning modules;
- Sustainable training for Mental Health First Aid, Applied Suicide Intervention Skills Training and safeTALK
- Ongoing communication and collaboration with multi-disciplinary teams to support Student Success meetings with this focus
- Integration with existing programs that support inclusion, equity and diversity, restorative practice, conflict resolution, resiliency and coping strategies
- Introducing and supporting the effective implementation of the Supporting Minds document
- Development of resources to support key messages
- Ongoing resource development and professional learning to support parent community
- Annual review and ongoing implementation of suicide, intervention, and postvention protocols
- Process to capture student voice related to needs that support mental health literacy
- Coaching for Mental Health Champions and school well-being teams to promote “Mentally Healthy Schools”
## 2017-2020 Mental Health Action Plan

Mental Health Lead: Deanna Swift  
Responsible Superintendent: Jennifer Leclerc

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<th>Priority Areas / Strategic Themes</th>
<th>Rationale for Area of Focus</th>
<th>Key Activities</th>
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<td><strong>Capacity Building</strong></td>
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| **Targeted, On-going Communication Strategy** | Sustaining and enhancing organizational conditions at Board level, school level and in the community to communicate MH strategy, shared language, clear and focused vision, key messages and commitment to KPR Mental Health Strategy | Monthly MH newsletters for school websites  
Media Releases of upcoming events and showcasing MH initiatives that strengthen key messages  
KPR Twitter messages, updates, sharing links of mental health promotion, stigma reduction, resources  
Continuous updates to learning resources, protocols, and classroom tools on Staff MH webpage  
Develop further information and resource links for guardians and students on mental health promotion and where to get help on the Board MH webpage  
Send key information/bulletins/media guidelines out to system to support mental health promotion and intervention following tragic events or issues of concern  
Ongoing agenda items featuring MH learning, and updates for leadership teams, professional teams, school councils, and school staff meetings | Development of parent and educator resources/newsletters that can be distributed  
SMH-ASIST modules from Supporting Minds Decision Tools, Protocols, Special Bulletins  
Edsby group to post and share MH resources | Ongoing daily messages on Twitter  
Weekly Board updates  
Monthly newsletters | Mental Health Lead  
Communications Officer  
MH Steering Committee |
| **Targeted Strategic Educator and staff training** | Ongoing system implementation for building capacity of leaders and educators using a cascade model, standard processes and system integration across departments, initiatives and settings | **Leading Mentally Healthy Schools**  
- Senior Administrator Team, Administrators, Leadership Groups  
- Develop and sustain organizational conditions  
- Develop coaching questions for superintendents to help guide principals regarding MH goal and well-being goal embedded in School Improvement Plan  
**Promoting Mentally Healthy Schools**  
- Mental Health Champion and School Well-being teams, Administrators, Professional Staff  
- implementation cycle to assess needs, develop School Improvement plan goal, implement and evaluate whole school MH promotion and targeted MH evidence based SEL activities with on-going coaching  
- creating tiered model of MH promotion, prevention and intervention  
**Creating Mentally Healthy Classrooms**  
- Teachers, support staff, Administrators, NTIP, consultants  
- resources for learning opportunities at staff meetings, after school teacher cafes, Ongoing training in Mental Health First Aid, Supporting Minds and SafeTALK for all staff, Suicide ASIST training for targeted staff groups | SMH ASIST-Leading Mentally Healthy Schools document, MH Strategy, Well-Being Strategy  
Evidence-based targeted social emotional learning resources, AIM model, School Climate Survey data, needs assessment  
Supporting Minds, online learning module, develop everyday mental health activities for the classroom, AIM model | Targeted professional learning opportunities at Principal meetings and for staff meetings  
MH training sessions ongoing | Mental Health Lead  
Superintendent of Teaching and Learning  
MH Steering Committee  
MH trainers  
Professional Staff |
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<td><strong>Promoting Mentally Healthy Schools</strong></td>
<td>Universal promotion of mental health strategies in a tiered approach for all, and some Promoting SEL in classrooms Promoting mentally healthy schools Building and Sustaining organizational conditions in schools and standard process of implementation cycle</td>
<td>Work with Administrators and Mental Health Champions to plan implementation cycle to assess needs, develop School Improvement plan goal, implement and evaluate whole school MH promotion and targeted MH evidence based SEL activities with on-going coaching Scale up our Mentally Healthy Schools project Continue to provide training, coaching and program monitoring for evidence-based SEL programs and everyday mental health activities Share learning regarding Social Emotional Learning and school wide promotion initiatives with the whole system through professional learning and staff MH webpage Implement Mentally Healthy Schools/Classrooms walk through tool Share learning from Mental Health Collaborative Inquiries promoting student belonging, and promoting mindfulness in the classroom with system Administrators and Educators through professional learning and webpage resources</td>
<td>Continued Learning and Coaching for Mental Health Leaders and Mental Health Champions and Well-being teams Evidence based SEL program resources and reports Program evaluation tools-data collection Mentally Healthy School Posters</td>
<td>September to June is the implementation cycle each school year MH Champions at schools attend professional learning four times a year coaching meetings and school visits</td>
<td>Mental Health Lead Mentally Healthy Schools BSA Coordinator Mentally Healthy Schools Steering Committee Research and Evaluation Consultant School CYWs and Principals</td>
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<td><strong>Supporting Specific Populations</strong></td>
<td><strong>Parent Engagement and Learning</strong></td>
<td>Parent involvement committee has named mental health as a focus for their annual conference Parents generated mental health topics that they would like to hear more about</td>
<td>Parent Mental Health Conference - workshops on a variety of topics identified by Community Advisory Parent workshops on helping students and families cope with stressors Monthly mental health newsletters for guardians on topics of interest, web links, apps, how to support children and youth Mental Health presentations for Regional and School Councils</td>
<td>October 2017 Spring 2018 Monthly for the school year As requested</td>
<td>Supporting Minds SMH Assist modules SafeTALK Kids Have Stress Too Psychology Foundation of Canada materials for supporting families</td>
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<td><strong>Refugee Mental Health</strong></td>
<td>KPRDSB has received a moderate number of new Syrian refugee families</td>
<td>Membership on community refugee mental health steering committee to share learning, resources and supports Professional learning for social work and psychology staff to share with their schools Learning for English Language Learner Consultants and classroom teachers Reviewing Pathways to service to identify unique needs and resources</td>
<td>SMH ASSIST information and resources on refugee mental health Government resources Key readings from the literature</td>
<td>ongoing Fall 2017 Spring 2018</td>
<td>Mental Health Lead Social Work and Psychology teams to support school staff with learning and student consultation</td>
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| FNMI well-being                  | To incorporate FNMI well-being components into new 2017-20 MH strategy | Consult with FNMI consultant, SO and community FNMI MH workers for learning and resources about FNMI well-being/mental health
Provide learning to MH steering committee about FNMI well-being | SMH ASSIST materials on supporting FNMI well-being
MH Strategy | Spring 2018 | Mental Health Lead
Mental Health Steering Committee |

**Promoting System Coordination**

| System Integration and Coordination of Board Strategies for Well-Being and Mental Health | Coordination and Integration of Board initiatives and strategies | Co-planning for integration of student well-being goals and mental health goals and alignment with Safe Schools, and Equity and Diversity goals
Plan professional learning in collaboration with Teaching and Learning, Student Success, Special Education, Leadership and Human Resources | BIPSA, MH Strategy, Well-Being Strategy, KPR Strategic Plan, Staff Well-being Strategy | Fall 2017 | Mental Health Lead
Superintendent of Teaching and Learning |
| Clearly identified internal and external pathways for mental health support and services | Coordination of services, pathways for referral, transitions to and from school, sharing of information
Alignment with MCYS Moving on Mental Health | Developing and Supporting Pathways for mental health services for our students in partnership with community agencies
Map Pathways of care and share protocols with Mental Health Lead Agencies, Health Partners and neighboring DSBs
Continue to highlight and promote internal and external pathways to mental health support | Pathways Document
Gap Analysis
Common consent forms
Webpage links and resources | Fall-Winter | Mental Health Lead
Chief Social Worker |
| Suicide Prevention and Intervention for students in crisis | Community collaboration and Coordination of school pathways with community planning tables for suicide prevention | Participate in community suicide prevention tables to share resources and information to identify and close gaps for children and youth in crisis
Share DSB protocols for suicide prevention, intervention, post-vention, media guidelines
Create pathways of care and collaboration for students in crisis | Suicide prevention, intervention and post-vention protocols
Media guidelines | Fall-Winter | Mental Health Lead
Chief Social Worker |