



**SUDBURY
CATHOLIC
DISTRICT
SCHOOL BOARD**

**2017-2020
Mental Health
Strategy**

Strategy Overview

The Sudbury Catholic District School Board is undergoing an exciting time of revitalization through a new logo and focused Mission, Vision, Values and Strategic Pathways.

Mission

To realize each student's potential within our inclusive Catholic learning community by nurturing and developing their mind, body and spirit.

Vision

Leaders in Learning and Faith

Values

Modelling Jesus in the world through:

- Faith
- Respect
- Community
- Innovation
- Learning

Strategic Pathways

We are called to strengthen our faith-based, inclusive and equitable community.

We are called to promote innovation.

We are called to advance leadership and learning for all.



SCDSB Spirit (yellow)
represents the guiding light of
faith



SCDSB Body (red) represents health
and vitality



SCDSB Mind (teal) represents
the creative and innovative
right hemisphere of the brain



SCDSB Complete (blue) is the sum of
the parts that comprise the complete
student

A student's mental health can affect their school performance, attendance and achievement. Positive mental health can impact learning, yet up to 20 percent or more of children and youth experience mental health problems at some point.

Our responsibility

Schools and parents share a collective responsibility, not only to respond to a student's mental health need, but to include the promotion of positive mental health and prevention of illness in our school communities. Education, awareness and the de-stigmatization of mental health are crucial pieces of the puzzle.

School mental health services continue to focus on promotion and prevention with an emphasis on student well-being and success. The strategy continues to be based on an assessment of current strengths and needs, guided by a positive mental health vision and mission for our board, while being aligned with board priorities.

The 2017-2020 SCDSB Mental Health Strategy was developed through the work of the SCDSB Mental Health Leadership Team, School Wellbeing Teams, and input from community partners.

Over the next three years, the strategy will aim to create:

- A transformed culture where mental health and well-being is integrated into every aspect of each student's school experience.
 - Established and communicated pathways to mental health support.
 - A shared positive mental health philosophy throughout the school board community.
- A shared understanding of the connection between mental health and well-being and student achievement which supports every student's academic and personal success.
 - Mental health awareness and literacy among staff, parents, and students.
- A shared responsibility for every student's mental health and well-being that guides our decision making and allocation of resources.
 - A connectedness and collaboration between school, home, church and community.
- A coordinated approach to providing a continuum of service that is aligned and responsive to the needs of students.
 - A renewed education focus on promotion and prevention in all schools with collaboration with community for intervention support.

The Mental Health Strategy

Strategy Pillars

Our vision, mission, and values have guided the development of our goals and priorities and will continue to lead the way for mental health efforts in our board. The vision and mission of the Mental Health Leadership Team

Mental Health Vision

Sudbury Catholic Schools...where your well-being matters.

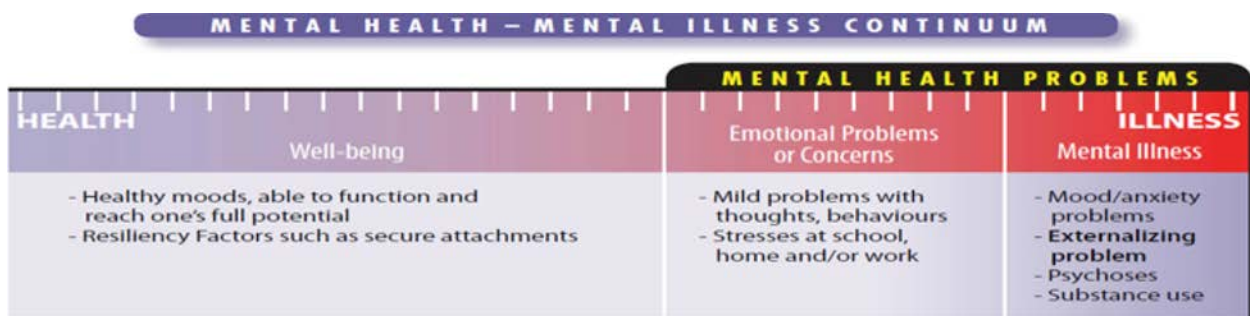
Mission

To realize each student's potential within our inclusive Catholic learning community by nurturing and developing their mind, body and spirit.

Values

Modelling Jesus in the world through:

- A balance of mind, body, and spirit for student achievement and well-being.
- Connectedness of school, home, church and community for a team approach to well-being and support.
- The power of student voice to guide us in our efforts to support them.
- Supporting adults to nurture the lives of students.
- Consistent, on-going, and evidence-based efforts toward improving the mental health of students.



Adapted from MHealthy - University of Michigan Health & Well-Being Services, "Understanding U: Managing the Ups and Downs of Life - What Is Mental Health?", 2012. http://hr.umich.edu/mhealthy/programs/mental_emotional/understandingu/learn/mental_health.html and Leading Mentally Healthy Schools: A Vision for Student Mental Health and Well-Being in Ontario Schools. A resource for School Administrators, by SMH-ASSIST, 2013.

Goals

The goals for the 2017-2020 SCDSB Mental Health Strategy are guided by our vision, mission, and values and rooted in the strategic pathways of Sudbury Catholic Schools. Over the next three years SCDSB aims for the following:

We are called to strengthen our faith-based, inclusive and equitable community.

- A transformed culture where mental health and well-being is integrated into every aspect of each student's school experience
- Established and communicated pathways to mental health support.
- A shared positive mental health philosophy throughout the school board community where the value of each member's well-being is communicated

We are called to promote innovation.

- Evidence-based approaches and programs for professional development and mental health promotion programming.
- A shared responsibility for every student's mental health and well-being that guides our decision making and allocation of resources.
 - A connectedness and collaboration between school, home, church and community.
- A coordinated approach to providing a continuum of service that is aligned and responsive to the needs of students.
 - A renewed education focus on promotion and prevention in all schools with collaboration with community for intervention support.

We are called to advance leadership and learning for all.

- Consistent and effective student support in all tiers –promotion, prevention, and intervention –with a focus on promotion.
- Increased knowledge and capacity among staff, parents, and students to meet mental health needs.
- A shared understanding of the connection between mental health and well-being and student achievement which supports every student's academic and personal success
- Mental health awareness and literacy among staff, parents, and students.

Assessment

At the end of the 2016-2017 school year, the SCDSB Mental Health Lead conducted resource mapping which involved interviews with senior and school administration to collect information related to student mental health. Also, for the past 5 years, students in grades 4-12 completed the *Our School Survey (Formerly the Tell Them From Me School Survey)* where mental health information was collected. The SCDSB Mental Health Leadership Team used the information to assess the board's strengths and needs related to supporting student mental health and to develop key priority items for this strategy.

Areas of Strength

Commitment

- 100% of board administrators view student mental health as a high priority that is vital to academic success.
- 100% of board administrators view mental health as highly or extremely linked to academic achievement.
- In 2017 the SCDSB Mental Health team comprised of a Lead, Social Worker, Psychotherapist, CYW and community Mental Health Nurses.
- All School Improvement plans include student achievement and well-being.
- Board Senior Administration is represented on the board Mental Health Leadership Team.

Mental Health Leadership

- A Mental Health Leadership Team meets regularly to provide input into board mental health strategy.
- Mental Health Leadership team is multi-disciplinary, representing students, parents, board administration, school administration, staff and community partners.
- Mental Health Leader works with School Mental Health Assist in the development of mental health strategy.
- Mental Health Leader liaises with community partners on various protocols and initiatives (see community partners).
- Ministry mandated Safe School teams have encompassed well-being as a continuation of their work.
- School administrators see staff members as key individuals in support of student well-being (Resource Mapping).

Clear and Focused Vision

- A Mental Health vision and mission were created in collaboration with key stakeholders to encompass the mission, vision, values, and strategic pathways of Sudbury Catholic Schools.
- The mental health vision and mission guided the development of the mental health strategy and are the centre of all board mental health efforts.

Shared Language

- In 2016, all staff took part in a professional development day designed to address both student and staff mental health awareness.
- Since 2016 Mental Health Newsletters have been shared with all staff. These focused on positive mental health language and classroom strategies.

Assessment of Capacity

- Board Mental Health staff consists of the Mental Health Lead, Social Worker, Psychotherapist, Child and Youth Worker, and three Mental Health and Addiction Nurses who provide mental health promotion, prevention, and intervention in schools as well as job-embedded capacity building.
- Board Scan and Resource Mapping was completed with board and school administrators to collect information to inform this strategy.
- Data from five years of the student survey is used to inform and monitor board and school improvement plans.
- The FRIENDS program is currently being offered in schools to classes and small groups and impact on student well-being is being evaluated.
- Kelso's Choices Conflict Management Skills Program was implemented in all schools.
- Violence Risk Threat Assessment training has been provided to all administrators, mental health staff and many resource and guidance teachers.
- Appendix A illustrates current support and programming in each tier of mental health support.

Standard Processes

- Pathways to board and mental health supports established and communicated
- Protocols for Violent Threat Risk Assessment [VTRA], Child Protection, Police Services
- Protocols currently in development with Health Sciences North and Child and Family Centre for hospital and crisis transitions to school.

Collaboration

- School administrators are committed to parent collaboration in supporting student well-being (resource mapping)
- 100% of school administrators partner with community agencies/services for student presentations and workshops
- All school administrators recognize community partners as key in school mental health efforts.
- Community collaboration to support student well-being occurs at each tier of support (See Appendix A). Main community collaborations and partners are listed in Appendix B



Areas of Need

Student mental Health Concerns

- School administrators indicate the top mental health concerns of students to be:
 - Anxiety and Stress (90%)
 - Self-Regulation (85% elementary)
 - Depression (34%)
 - Family and Relationship concerns (60%) (Resource Mapping, 2016)

26% of student grades 4-6 (30% of girls) and 29% of students grades 7-12 (37% of girls) report moderate to high levels of anxiety (Our School Survey, 2016)

Capacity Building

- Capacity building among school staff is rated as #1 priority for the mental health strategy by school administrators.
- 94% of educators see an increased need for mental health support for students. It is noted that teachers are seeing mental health support needed for students started at a younger age. Administrators feel educators are little or somewhat equipped to support student mental health (Resource Mapping, 2017).

School, Parent, Community Collaboration

- Community and parent collaboration in student mental health support was indicated as a need by school administrators.
 - Community engagement at the school level (45%).
 - Information on community supports and pathways (30%)
 - Parent engagement in mental health support (35%) (Resource Mapping, 2017)

Measurement

- 100% of school administration use Our School Survey for a measurement of student well-being but minimal mental health topics are covered in the survey.
- Most programming and support in all tiers is not being monitored for success.

Student Engagement

- A lack of student interest and motivation in learning is indicated by students. 39% of students are highly motivated (Our School Survey, 2016).
- Thirty-eight percent of students in grades 4-6 and thirty-one percent of intermediate and secondary students are involved in school clubs (Our School Survey, 2016).

Mental Health Promotion

- The majority of board and school mental Health support is preventative.

Standard Protocols and Pathways

- Board and school administrators indicate a need for standard processes and pathways related to mental health
 - The draft of the Suicide Prevention and Crisis protocol has been created and will be shared this coming year.
 - Clear pathways to board mental health supports shown in a simple to use resource
 - A Mental Health Screener to help with pathway of support.



Priorities

- A transformed culture where mental health and well-being is integrated into every aspect of each student's school experience
 - Established and communicated pathways to mental health support.
 - A shared positive mental health philosophy throughout the school board community.
- A shared understanding of the connection between mental health and well-being and student achievement which supports every student's academic and personal success
 - Mental health awareness and literacy among staff, parents, and students.
- A shared responsibility for every student's mental health and well-being that guides our decision making and allocation of resources.
 - A connectedness and collaboration between school, home, church and community.
- A coordinated approach to providing a continuum of service that is aligned and responsive to the needs of students.
 - A renewed education focus on promotion and prevention in all schools with collaboration with community for intervention support.

Core Strategy Elements

The core elements of the strategy are still in development with the board Mental Health Leadership Team.



Organizational Conditions

Shared Language

Positive language around mental health that is reflective of our mission and vision will continue to be communicated with stakeholder groups, including communicating positive messaging, vision, and strategy to students.

Standard Processes

Board processes related to mental health will be enhanced and developed. These processes will be communicated to all stakeholders. Focus will be on the following board processes:

- Draft of Suicide prevention, intervention, and postvention and Crisis Protocol will be shared,
- Board pathways to mental health support,
- Re-visiting existing and establishing new protocols with community partners, including VTRA, hospital transitions, and crisis transitions,

Protocols for Professional Development

A cascading approach to professional development will be employed to ensure learning throughout the board with a focus on targeted support.

Collaboration

Collaboration between community partners and parents will be improved in promoting mental health and supporting the mental health needs of students.

Community collaboration will include the following:

- Enhancing and communicating pathways to community services, and
- Implementation of mental health support programming

Parent collaboration will include:

- Enhancing the parent-school team approach.
- Catholic Parent Involvement Committee involvement

Ongoing Quality Improvement

Student and staff voice will be deepened to determine their input and feedback on the strategy and action plans to ensure suitability and effectiveness.

Processes will be established for measuring the outcomes of strategy priorities.

Educator Mental Health Capacity Building

Continued Mental health awareness will be delivered to all students, parents, school board staff, and community partners using positive language and messaging. Awareness building will focus on the following:

- key components of mental health,
- the link between mental health and school,
- our vision and mission for student mental health,
- the board mental Health Strategy and the role of the Mental Health Leadership Team, and,
- board and community pathways to support.

An approach and format will be used to build awareness that is suitable and useful to each stakeholder audience.

Mental health literacy will also be increased among staff and parents. Literacy will focus on the following:

- types of child and adolescent mental health concerns,
- identification of concerns,
- effective strategies to support students in the classroom and home, and
- pathways to community supports.

An approach and format will be used to build awareness that is suitable and useful to staff and parents.

Implementation of Promotion and Prevention Programming

Mental Health Staff will be consistently positioned in schools to provide promotion and prevention programming and to build capacity in school staff to do the same, including FRIENDS, Kelso's Choices, Christian Mediation and Restorative Practices. Staff's strengths will be utilized to support schools in their journey of supporting students.

A universal mental health promotion program will be implemented in schools. This process will involve:

- evaluate current programs for effectiveness,
- selecting an evidence-based program for universal implementation,
- determining a scale-up plan for implementation,
- training staff, and
- monitoring program effectiveness.

Note:

The community is currently reviewing the child and youth social services planning infrastructure within the districts of Sudbury and Manitoulin. The ultimate objective surrounding this important work is achieving a planning model that streamlines the community planning efforts in identifying child and youth service gaps and needs within the district

Mental Health Leadership Team

The Mental Health Leadership Team is comprised of representation from board stakeholder groups. Members are committed to supporting the well-being of students. Under the direction of the board Mental Health Lead, the leadership team guides the development of the mental health strategy and action plan and provides ongoing direction and feedback in the area of student mental health.

Mental Health Leadership Team Members:

Rossella Bagnato	<i>Superintendent of Special Education</i>
Alex Cimino	<i>Student Trustee</i>
Laurie Zahra	<i>Elementary School Principal</i>
Lucie Cullen	<i>Elementary School Principal</i>
Megan Murphy	<i>Secondary School Principal</i>
Joan Yawney	<i>Religion and Faith Consultant</i>
Jennifer Connelly	<i>Student Support and Inclusion Consultant</i>
Stacey Gilbeau	<i>Sudbury And District Health Unit</i>
Alina Rukkila	<i>Social Worker</i>
Tasha Breau	<i>Psychotherapist</i>
Christina Raso	<i>Special Education Consultant</i>

Rossella Bagnato
Superintendent of School Effectiveness

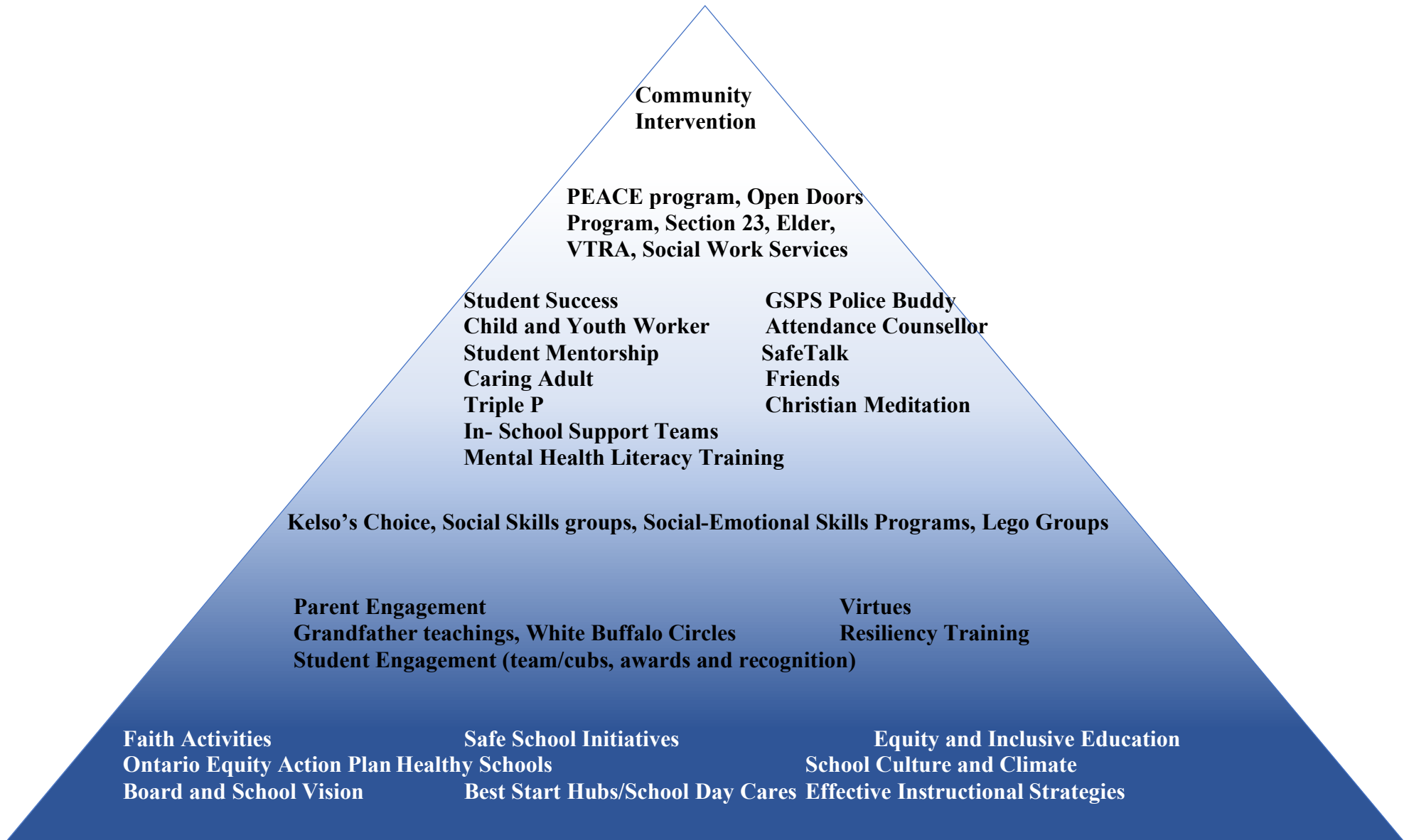
Appendices

Appendix A: Resource Mapping: SCDSB Mental Health Supports 2017

Appendix B: Action Plan

Appendix C: Inventory of Community Services and Program

APPENDIX A: Resource Mapping: SCDSB Mental Health Supports 2017



Action Plan 2017-2020

The 2017-2020 action plan is still in development with the board Mental Health Leadership Team and School Wellbeing teams. It will focus on details of key activities, determining needed resources, and establishing timelines and responsibility.

Priority Areas	Rationale	Key Activities	Needed Resources	Timeline	Responsibility
Organizational Conditions					
Shared Language	Shared language is a common mission and vision and aligns resources.	Establish positive language for mental health.		Ongoing	ALL
Standard Processes	To better align personnel and resources	Review and revise current protocols	Current suicide protocols	End of 2017-2018 school year	Mental Health Lead
		Formalize protocols with Crisis Intervention and CAMHP (Crisis and hospital transitions)	Suicide Prevention, Risk Management, and Postvention in Schools slideshow CAMHP Manager Child and Family Centre Manager Crisis Intervention Manager		
		Entry and Exit protocols for services	Current protocols	End of 2017-2018 school year	Mental Health Lead

Protocols for PD	To help align professional development to meet individual needs	Offer a menu of choices for Professional development	Planning for Professional Capacity Building slideshow Professional Learning Cascade	Ongoing	Mental Health Team
Collaboration	To better align personnel and resources	Community partner on Mental Health Leadership Team Increased partnership with SDHU Increase knowledge of community pathways	Community partner SDHU school nurses	Ongoing	Mental Health Lead and Team Community Partners
Ongoing Quality Improvement	To better align personnel and resources	Student and staff survey regarding strategies to meet their needs Process to monitor strategy goals	Online Survey	Ongoing	Mental Health Lead and Team
Capacity Building					
Awareness	Positive language around mental health that is reflective of our mission and vision	Positive mental health messaging for students and staff Communicate updated vision and mission to stakeholders	Decision Support Tool Positive Mental Health Language	Ongoing	Mental Health Lead and Team

		<p>Communicate strategy to stakeholders</p> <p>Revitalize Elephant in the Room Anti-Stigma Campaign for students grade 7-12</p>	<p>Student Senate Posters</p> <p>Elephants</p>	<p>2018-2019 school year</p>	
Literacy	To better align personnel and resources	<p>Create mental health resource for staff</p> <p>Provide SAFETalk training to additional staff and parents</p>	<p>Supportive Minds</p> <p>Working Together for Kids Mental Health</p>	Ongoing	Mental Health Lead and Team
Evidence-Based Promotion and Prevention Programming					
FRIENDS	Positive language around mental health that is reflective of our mission and vision and focus on prevention and promotion of mental health.	<p>Monitor current implementation of program for effectiveness.</p> <p>Train additional staff.</p> <p>Provide on-going implementation support to staff.</p>	<p>Strengths and Difficulties Questionnaire (SDQ) Implementation survey</p> <p>Spence Anxiety Scale</p> <p>FRIENDS Training</p> <p>Mental Health Staff</p>	Ongoing	Mental Health Lead and Trained Staff

Kelso's Choices	Positive language around mental health that is reflective of our mission and vision and focus on prevention and promotion of mental health.	Monitor current implementation of program for effectiveness. Provide on-going implementation support to staff. Increase collaboration across school on implementation	Monitoring process Strengths and Difficulties Questionnaire (SDQ) Mental Health Staff School staff	Ongoing	All
Peers	Positive language around mental health that is reflective of our mission and vision and focus on prevention and promotion of mental health.	Monitor current implementation of program for effectiveness. Provide on-going implementation support to staff. Increase collaboration across school on implementation	Monitoring process Strengths and Difficulties Questionnaire (SDQ) Mental Health Staff School staff	Ongoing	Mental Health Lead and Trained Staff
Online Database	Collaboration and better align personnel and resources	Increased privacy and security of information and improve sharing of information to appropriate staff	Mental Health Staff	2019-2020	Mental Health Lead

<p>Universal Program</p>	<p>Positive language around mental health that is reflective of our mission and vision and focus on prevention and promotion of mental health.</p>	<p>Evaluate current programs</p>	<p>Monitoring process Strengths and Difficulties Questionnaire (SDQ)</p> <p>Mental Health Staff</p> <p>School staff</p>	<p>Ongoing</p>	<p>Mental Health Lead and All</p>
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