

HWCDSB Mental Health and Addictions Strategy Implementation Action Plan

2019-2020 Annual Action Plan to address Board Strategic Priorities



Board's Mental Health Strategic Vision: Mentally Healthy Minds, and Mentally Healthy Bodies				
Strategic Plan Priorities	Key Activities	Method	Indicators of Success	Monitoring and update
Anti-bullying	-Review and update School Anti-bullying Prevention, Intervention, and Follow up Plans.	-School Mental Health Leadership Team PD with elementary and secondary teams to review and update plans. -School plans are informed by a review of the Mentally Healthy Schools Reflection Checklist, TTFM, EDI, MDI, and School Mental Health Leadership Team feedback. -Schools will utilize the board template and customize the prevention strategy section based on their school needs. -School plan will be shared with the Catholic School	-Prevention strategies included in the plan will be implemented throughout the school year. -All school staff will be aware of the steps of intervention outlined in the plan. -Finalized plans will be posted on school websites.	-Schools will be asked to report back on the prevention, intervention, and follow up strategies implemented throughout the year. -Data by way of Mentally Healthy Schools Reflection Tool, TTFM, EDI, MDI will be analysed.

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		Council to seek parent feedback.		
	-Engage community partners and stakeholders.	-Utilizing the Decision Support Tool, the MHL will generate a list of specific community partners for consideration by schools, to help actualize the Bullying Prevention, Intervention, and Follow up plan. PREVNet's suggested potential partners include: local police, public health, fire fighters, paramedics, local athletes, youth leaders, elders, spokespeople for disability organizations, artists, and social justice advocates.	-Community partners that have been vetted through the Decision Support Tool, and are in line with the Mental Health and Addictions Strategy are actively engaged in HWCDSD schools.	-Schools will be asked to report back on the prevention strategies implemented throughout the year. Within this, they will be asked which community partners they called upon to support bullying prevention.
	-Extend whole-school approach to ensure parent/caregiver support and resources are provided.	-Creation of documents for parents/guardians outlining bullying facts, resources, and where to find help for their child. -Updated resources included on board website.	-Increased parent knowledge and engagement on the topic of bullying and supporting children who bully or are victimized.	-Data by way of Mentally Healthy Schools Reflection Tool, TTFM, EDI, MDI will be analysed. Hypothesize lower rates of reported bullying. -Parent/caregiver feedback.

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	-Support schools and classrooms with high quality training and learning.	-Continue to collaborate with PREVNet to disseminate the “Bullying Prevention: Tools for Schools Workshop Series” to school staff.	-Increased knowledge and understanding related to bullying, in particular prevention and intervention strategies.	-Data containing number of HWCDSD staff trained. -Data generated through module feedback forms.
Stress and Anxiety	-Equip and support educators with information and resources.	-Utilize November PA days to offer web-based training for all EA’s, SERT’s, and other school staff. Training will include the completion of the School Mental Health Ontario Supporting Minds Series, with modules including “Recognizing and Responding to Anxiety in the Classroom”. -MHL to present to all new teachers via NTIP, new SERT’s via General SERT’s Meeting, and Student Success Teachers; where the Supporting Minds document will be shared as a resource for all staff. -Continued collaboration with Public Health Nurses offering “Stress Lessons” within HWCDSD.	-Module strategies for the classroom implemented by educators. -Children and youth better able to manage stress, with decreased referrals for anxiety related needs.	-Monitor Social Work referrals for anxiety related needs. -Data by way of Mentally Healthy Schools Reflection Tool, TTFM, EDI, MDI will be analysed.
	-Equip and support parents and families with information to support mental health and notice signs of difficulty.	-Increase parent/caregiver awareness, knowledge, and how to support their children via parent information session and online communication.	-Learned strategies implemented by parents and caregivers. -Children and youth better able to manage stress, with decreased anxiety related needs.	-Monitor Social Work referrals for anxiety related needs. -Data by way of Mentally Healthy Schools Reflection

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		-Ensure parents are aware of community resources (e.g. Ron Joyce “Growing Together” flyer).		Tool, TTFM, EDI, MDI will be analysed.
	-Equip and support students with effective and evidence-based resources.	<ul style="list-style-type: none"> -Continue to promote the use of Christian Meditation in the classroom. -Continue to offer group programming including “Chilled Group” offered by Social Work Services. -Continue to implement “Tools for Life” programming. -Engage HWCDSB staff (e.g. CYW) as well as community partners (e.g. Public Health Nurses) to disseminate “Stress Lessons” by the Psychology Foundation of Canada. -Utilization of the “Stress Lessons” resource as both a prevention strategy to help build resiliency to stress, as well as an intervention for students with an identified need. 	<ul style="list-style-type: none"> -Increased knowledge and coping strategies related to stress and anxiety for students. -Active programming should be occurring and/or available in all elementary and secondary schools. 	<ul style="list-style-type: none"> -Monitor implementation and utilization of programming within schools. -Monitor Social Work referrals for anxiety related needs. -Data by way of Mentally Healthy Schools Reflection Tool, TTFM, EDI, MDI will be analysed.
	-Equip and Support School Mental Health Professionals.	-MHL and school social workers continue to receive professional development and training on evidence-based intervention methods (e.g. CBT, DBT).	-Number of staff trained.	-Monitor the use of and type of social work referrals.

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Substance Use and Addiction	-Ongoing Professional Development opportunities for system leaders, educators, and mental health professionals.	-Close collaboration with the Equal Opportunities Consultant regarding joint PD on the new Elementary Health and Physical Education curriculum.	-Increased knowledge and understanding of substance use and addiction related issues affecting students in their schools. -Resources to support the implementation of the new HPE curriculum.	-Monitor the number of HWCDSD staff reached.
	-Close engagement with community partners to ensure high quality training and learning.	-Continued HWCDSD representation on the Hamilton Drug Strategy Steering Committee, as well as the Hamilton Drug Strategy Prevention Working Group.	-Close alignment between community partners and HWCDSD. -Sharing of resources.	-Active attendance of MHL on committees.
Strategic Theme: Focus on Equity				
Specific Populations	Key Activities	Method	Indicators of Success	Monitoring and Update
LGBTQ2S+	-Support for students who identify as LGBTQ2S+.	-All secondary schools should have a positive space for LGBTQ2S+ students (e.g. physical space within school, group, club etc.). -Attendance on the Planning Committee for the 2019-2020 Equity and Inclusion Student Conference. -Support and attend community initiatives including the Hamilton Queer and Trans Youth Collaborative.	-Numbers of schools offering supports by way of physical space, group etc. specific to students who identify as LGBTQ2S+. -Number of students in attendance at the Equity and Inclusion Student Conference.	-Ongoing collaboration with Religion and Family Life Program Leader.

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<p>Early Years</p>	<p>-To provide strategies to build and support Social-Emotional Learning.</p>	<p>-Continue to support the implementation of the SEL Program “Tools for Life”. -MHL to maintain representation on Early Years Leadership Committee. -Collaboration with the Equal Opportunities Consultant to support the implementation of the Strand A Social-Emotional Learning in the new HPE curriculum. -Continued representation on community committees including the Hamilton Health Team- Child and Youth Mental Health and Addictions Secretariat.</p>	<p>-Number of staff trained and classrooms utilizing program. -Active involvement on the Early Years Leadership Committee. -Active involvement in HPE rollout by way of staff Professional Development.</p>	<p>-Keep track of number of classrooms/schools utilizing resource to ensure fidelity of the program. -Data by way of Mentally Healthy Schools Reflection Tool, TTFM, EDI, MDI will be analysed. -Ongoing collaboration with Early Years Consultant and Equal Opportunities Consultant.</p>
<p>Indigenous Population</p>	<p>-Understand, promote, and support indigenous learners.</p>	<p>-On-going consultation and collaboration with the Indigenous Education Lead. -Dissemination of the “Indigenous Well-being in Schools” resource developed by OECTA to School Mental Health and Addictions Leadership Teams. -Attendance on the Planning Committee for the 2019-2020 Equity and Inclusion Student Conference.</p>	<p>-Number of staff trained on the resource to understand, promote, and support indigenous learners. -Number of students in attendance at the Equity and Inclusion Student Conference.</p>	<p>-Number of staff trained on the “Indigenous Well-being in Schools” resource. -Ongoing collaboration with Indigenous Education Lead.</p>
<p>Special Education</p>	<p>-Support for students with special needs.</p>	<p>-Continued attendance and contribution to Special Education and Support</p>	<p>-Active involvement on Student Supports and SEAC Committees.</p>	<p>-Ongoing collaboration with Special Education Consultant.</p>

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		Meetings, as well as active attendance and involvement on the Special Education Advisory Committee. -Support and offer Professional Development for Special Education Staff (e.g. EA's, SERT's).	-Number of staff trained/reached during Professional Development.	
Equal Opportunities Schools	-Support for students attending Equal Opportunities Schools.	-Assist with providing and advocating for necessary community resources and supports. -On-going consultation and collaboration with the Superintendent responsible for Equal Opportunities, as well as the Equal Opportunities Consultant.	-Students continue to have increased and appropriate access to supports and resources.	-On-going consultation and collaboration with the Superintendent responsible for Equal Opportunities, as well as the Equal Opportunities Consultant.
HWCD SB Diversity Conference	Active involvement and participation in the HWCD SB 2019-2020 Diversity Conference focusing on Equity and Inclusion.			
Continued Area of Foci:				
Priority Area	Key Activities			Monitoring and Update
Mental Health Leadership Steering Committee	The committee will ensure ongoing leadership and commitment to the Mental Health Strategy. The Committee will ensure ongoing updates and awareness of the programs being implemented within the school communities. They will also provide support and feedback on new initiatives.			-Minimum two meetings occur during the 2019-2020 school year.
Mental Health Leadership Advisory Committee	Community partners will continue to be invited to participate in the advisory committee, so that they can provide input, support, and suggestions on the mental health initiatives at HWCD SB. This feedback from the community will enhance partnerships and also lead to increased collaboration.			-Minimum one meeting to occur during the 2019-2020 school year.

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<p>Suicide Prevention, Intervention and Post-vention</p>	<ul style="list-style-type: none"> -Continuous Review of the Life Promotion and Suicide Prevention, Intervention, and Post-vention Protocol with all HWCDSD staff. -On-going Professional Development with Staff by way of safeTALK and ASIST training. -Creation of school specific resources outlining safeTALK and ASIST trained staff in each school. -Parent education by way of Presentations facilitated by Ron Joyce staff. 	<ul style="list-style-type: none"> -HWCDSD staff aware of the Protocol and Pathways to Care. -Number of staff trained. -School specific posters created and posted.
<p>Evidence-based Practice</p>	<ul style="list-style-type: none"> -Continue to make staff aware of and comfortable utilizing the Decision Support Tool created by School Mental Health Ontario. -Ensure all presenters/speakers/campaigns etc. have been vetted using the Decision Support Tool -Create a list of vetted speakers/programs to assist schools and reduce duplication. 	<ul style="list-style-type: none"> -Number of speakers vetted.

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HWCDSB Mental Health and Addictions Leadership Steering Committee

Dave Hansen, Director of Education

Jami-Leigh Sawyer, Mental Health Leader

Julie Angiolillo, Assistant Superintendent of Education

Antonietta Kovach, Superintendent of Education

Jenny Athanasiou-Malisa, Manager of Social Work Services

Dr. Clint Davis, Manager of Psychological Services

Dr. Lauren Stanton, Manager of Psychological Services

Kelly Lazure-Valconi, Staff Wellness Lead – Employee Assistance Counsellor