



# MENTAL HEALTH + WELL-BEING ACTION PLAN 2024-25

TEACHING  
+  
LEARNING



WELLNESS



BELONGING



The one-year action plan outlines priorities and goals identified in the three-year strategy.

[Mental Health and Well-Being Strategy Plan 2023-26.pdf](#)  
([bhncdsb.ca](http://bhncdsb.ca))

### **KEY MESSAGES FOR 2024-25**

We prioritize mental health and well-being as a key condition for every student to learn and flourish. We do this through:

**Relationships:** We take the time to create and nurture relationships.

**Belonging:** We strive to ensure students see their cultures and identities reflected in their school experience.

**Teaching & Learning:** Staff are provided with training and resources to teach, model and embed mental health promotion and literacy skills with confidence in the classroom.

**Engagement:** We engage students, parents & caregivers, using cultural humility to lead the way.

**Student leadership:** Students are provided with meaningful mental health leadership opportunities which foster a culture of respect, communication, and active listening. Students feel their ideas and opinions are valued and supported.

### **COMMITMENT**

We are committed to mentally healthy learning environments that honour, celebrate and support the identities and lived realities of every student.


We make meaningful connections to life at home and in the community, while promoting hope, resilience, and optimism.

*for all*



# PRIORITY AREA 1: MENTAL HEALTH LITERACY




## TEACHING AND LEARNING FOR ALL

GOAL	STRATEGIES IN ACTION	OUTCOMES + MONITORING
<p>Enhance the mental health literacy of educators, support staff and administrators, including how to build mentally healthy classrooms and schools.</p>	<p>Provide opportunities to explore <i>Leading Mentally Healthy Schools</i>, and attendance and engagement practices to school leaders.</p> <p>Provide learning opportunities to Student Support Staff in order to support emotional validation.</p> <p>Provide training on attendance, engagement and supportive practices to Guidance educators.</p> <p>Provide educator learning opportunities through New Teacher Induction Program (NTIP) and Professional Development Days.</p> <p>All staff working in BHCNDSB schools to complete BHCNDSB Suicide Prevention Administrative Procedure Module to ensure understanding of their role in supporting students in crisis.</p> <p>Administrators to ensure all staff are aware of the Suicide Procedure and school support team.</p>	<p>85% of staff who complete the post training survey will report an increase in competency and confidence in the topics addressed.</p> <p>Staff will report an increased understanding of their role in promoting and supporting student mental health, and ways to assist students in accessing support.</p> <p>100% of new staff and 80% of returning staff will complete training.</p>
<p>Bolster the knowledge of mental health literacy for parents/caregivers.</p>	<p>Provide evidence-based identity affirming resources and training opportunities (virtual and in person) to caregivers in collaboration with community partners in the areas of:</p> <ul style="list-style-type: none"> <li>-suicide prevention &amp; life promotion</li> <li>-substance use/vaping</li> <li>-social media</li> <li>-mental health and well-being.</li> </ul>	<p># of participants receiving information.</p> <p>85% of caregivers surveyed will report increased awareness and confidence in being able to support their child through conversations regarding mental health and substance use.</p>
<p>Increase knowledge of mental health literacy for students.</p> 	<p>Students to receive mandatory mental health lessons in Grade 7/8 Health and Phys Ed and Grade 10 Careers.</p> <p>Jack Talk hosted in secondary schools to enhance student's understanding of mental health, how to access care, and remove the barriers of stigma.</p> <p>Pilot evidence-based substance use programming (Pre-Venture) through community agencies and school CYW.</p> <p>Pilot work through Kings College - Western University - Dr. Tara Bruno.</p>	<p>85% of students who participate will report increased competency and confidence in topics addressed.</p> <p>100% of schools will report successful embedment of mandatory Mental Health curriculums.</p> <p># of students who attend Jack Talk.</p> <p>85% of youth who participate in the pilot programs will report increased competencies.</p>

# PRIORITY AREA 2: EVIDENCE BASED MENTAL HEALTH PROGRAMMING

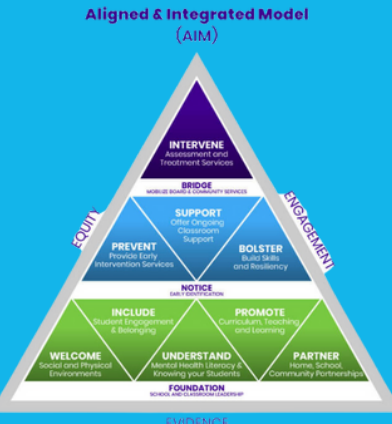
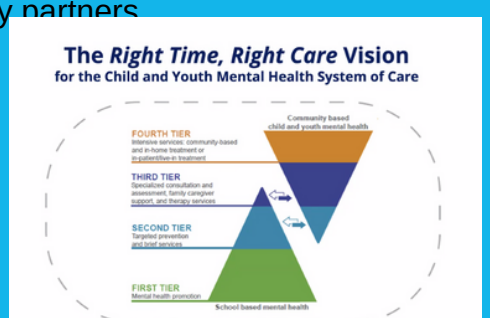

## ACROSS THE TIERS OF INTERVENTION

WELLNESS FOR ALL

GOAL	STRATEGIES IN ACTION	OUTCOMES + MONITORING
<p>Increase the Social Emotional Learning competencies in students.</p>  <p>The diagram is a circular wheel with 'SEL' in the center. It is divided into six colored segments: Identify &amp; Manage Emotions (yellow), Stress &amp; Coping (orange), Positive Motivation &amp; Perseverance (red), Relationships &amp; Communication (purple), Self Awareness &amp; Self Confidence (blue), and Critical &amp; Creative Thinking (green).</p>	<p>Increase implementation of <u>Mind UP</u> in primary classes, alongside the <u>SMHO-Wayfinder</u> tool.</p> <p>Child and Youth Worker staff to continue to lead Tier 1 evidence-based psychoeducation and SEL classroom engagement sessions to increase: mental health literacy, coping and problem-solving skills, and overall sense of wellness and belonging, and to bolster capacity in educators.</p>  <p>A photograph showing a group of diverse young children sitting on the floor in a classroom, engaged in a hands-on activity with a large sheet of paper and markers.</p>	<p># of staff accessing MindUP memberships and implementing Mind Up &amp;/or Wayfinder programming.</p> <p>85% of educators will report through survey data, an increase in confidence in promoting mental health and SEL, an increase in student pro-social actions and decrease in student aggressive behaviours.</p> <p># of students participating in classroom engagement sessions.</p> <p>85% of students who participate in CYW led SEL classes will report increase competencies and confidence in the topics addressed.</p>
<p>Enhance capacity of Mental Health Professionals to consistently provide students equitable access to brief clinical interventions (in - person, and/or virtual).</p>	<p>Following training in Acceptance &amp; Commitment Therapy (ACT) and Executive Functioning Toolkit, Board Social Workers will increase implementation of identity affirming, evidence-informed brief interventions and standardized measurement tools (in person and/or virtually).</p> <p>Following training in Emotion Validation, and continued work in Shanker Self Regulation, CYWs to support students in the context of their school life-space in partnership with the school team, and/or community partners.</p>  <p>The diagram shows five interconnected circles arranged in a ring, labeled: biological (red), emotion (yellow), cognitive (green), social (blue), and prosocial (orange).</p> <p><b>THE 5 DOMAINS OF SELF-REG</b></p>	<p>85% of contacts will indicate use of Brief clinical interventions.</p> <p>85% of Board Mental Health Professionals will report an increased confidence in supporting students and school teams.</p> <p>85% of students who complete the end of year service survey will report satisfaction in progressing towards their mental health goals.</p> <p>85% of schools will report embedding Self Reg (Shanker) principals into their daily operations.</p>

# PRIORITY AREA 3: MULTI-TIERED, COORDINATED SYSTEM OF CARE

## WELLNESS FOR ALL

GOAL	STRATEGIES IN ACTION	OUTCOMES + MONITORING
<p>Strengthen the coordinated, multi-tiered model of mental health supports and services available to students across the tiers reflecting;</p> <ul style="list-style-type: none"> <li>-classroom based wellness</li> <li>-skill building</li> <li>-brief intervention</li> <li>-complex case coordination</li> <li>-bridging to community services.</li> </ul> 	<p>Increase understanding and utilization of <u>Right time, Right Care (smho-smsso.ca)</u> at community planning tables to ensure most effective usage of Mental Health resources.</p> <p>Engage in resource mapping with an aim to enhance system coordination and pathways to care internally and externally, ensuring effective collaboration for young people to access available support.</p> <p>Create a well-articulated process for students, staff, and families to access board and/or community/hospital mental health services, ensuring understanding of:</p> <ul style="list-style-type: none"> <li>-types of service available for varying levels of need</li> <li>-access routes to service</li> <li>-consent requirements and privacy expectations.</li> </ul> <p>Engage in the Planet Youth (Icelandic model of substance prevention) with public health and community partners</p> 	<p>Community and school board services will map current resources and explore areas of overlap and gaps in service, possibly resulting in shift in service delivery.</p> <p>Every student will receive a 'roadmap of service' document, outlining service options in schools and the community.</p> 
<p>Reduce the student absenteeism rate by 10% year over year.</p>	<p>Revise and improve current attendance and engagement practices with administrators via our work in <i>Leading Mentally Healthy Schools</i>.</p> <p>Designated Attendance Counsellor to provide mental health services to students in need; linking up to community services where needed.</p>	<p>85% of administrators will report increased competency and confidence in engaging students.</p> <p>Student absentee rate will decline 10% this year from last year.</p>

# PRIORITY AREA 4: ELEVATE STUDENT + CAREGIVER PARTICIPATION + LEADERSHIP

BELONGING FOR ALL

GOAL	STRATEGIES IN ACTION	OUTCOMES + MONITORING
<p>Increase student participation and leadership in promoting wellness and reducing stigma.</p> 	<p>Jack Chapter's to be re-established in each secondary school. Public Health to assist where possible.</p> <p>Student wellness groups to continue to be formed in each elementary school (CYWs and Public Health to assist where possible).</p> <p>PALS- <i>Playground Activity Leaders in Schools</i>- to be facilitated at participating elementary schools in partnership with school staff, CYW and Public Health partners where appropriate.</p> 	<p>100% of secondary schools will have Jack Chapters/Wellness groups.</p> <p>85% of elementary schools will have Wellness groups.</p> <p>85% of students who belonged to Jack Chapters or Wellness groups will report an increased sense of wellness, social connectedness and inclusion with peers and adult allies/mentors.</p> <p>30% of schools will participate in PALS.</p>
<p>Increase parent engagement within the context of mental health literacy and wellness promotion.</p>	<p>Provide families with culturally responsive mental health literacy resources in a variety of modalities and languages, outlining ways to:</p> <ul style="list-style-type: none"> <li>-notice and respond when their child may be struggling with their mental health</li> <li>-reduce stigma surrounding mental health and mental illness</li> <li>-provide appropriate supports for their child's individual needs.</li> </ul> <p>Provide mental health literacy sessions to caregivers via RCPIC, and parent counsel.</p>	<p># of culturally responsive materials and learning opportunities made available to caregivers.</p> <p>85% of caregivers who participate in learning sessions report increased competency and confidence in topics addressed.</p> <p># of caregivers who are newcomers who report feeling more comfortable in accessing child and youth mental health support.</p>

# PRIORITY AREA 5: EQUITY + SUPPORT FOR SPECIFIC POPULATIONS

BELONGING FOR ALL

GOAL	STRATEGIES IN ACTION	OUTCOMES + MONITORING
<p><b>Increase culturally relevant, identity affirming responsive environments</b></p>	<p>Staff to be trained in Restorative Practices Train-the-Trainer model; ensuring the ability to build capacity internally.</p> <p>Restorative circles and practices will continue to be used and encouraged within schools and classrooms to support and promote positive behaviours.</p> <p>Child and Youth Workers to deliver culturally responsive Classroom Engagement Sessions regarding conflict resolution and healthy communication.</p> <p>In alignment with the Board Equity Plan- School staff will be provided with resources and training opportunities to continue to build on their awareness of the social and emotional needs of people who have been marginalized. Resources through SMH-ON.</p> <p>Social Work staff in partnership with teaching staff will continue to support the ACE group at all secondary schools.</p> <p><i>ACE committee is a student led/driven initiative where students guide the objectives and goals to encourage equity, diversity and justice within the schools.</i></p>	<p># of staff trained in Train-the-Trainer Restorative Practices Course.</p> <p>75% of schools will have educators utilizing Restorative Practices in their classrooms.</p> <p>#of Tier 1 classroom sessions focused on Restorative Practices/Conflict Resolution/Communication facilitated by CYWs and John Howard Society.</p> <p># of resources offered to staff.</p> <p>85% of staff who attend training sessions will report increased competency and confidence in supporting marginalized students.</p> <p>85% of ACE students will report feeling connected to their school community.</p> <p>75% of schools will report embedding culturally responsive practices into their daily classroom routines.</p>



# CONTRIBUTING MEMBERS OF THE 2024-25 MENTAL HEALTH + WELL-BEING ACTION PLAN

## Mental Health Advisory Committee

John Della Fortuna, Superintendent of Education  
Dianne Wdowczyk-Meade, Mental Health Lead  
April Taylor, Safe, Inclusive and Equitable Schools Lead  
Bill Chopp, Trustee  
Lori Skye-LaForme, Indigenous Education Advisor  
Sandra DeDominicis, Student Achievement Lead  
Tracie Witteveen, System Special Education Consultant  
Jennifer Rudyk & Giovanna Ovieda , Elementary Principal  
Amy Pimentel Principal of Continuing Education  
Darren Duff & Tania Flynn, Secondary Principals  
Chandra Portelli, Student Achievement Leader: K-12  
Keri Calvesbert, Student Achievement Consultant: Religion and Family Life  
Andrea Perras, Early Years  
Diane Bowie & Rita Martini, System Teachers - ESL  
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Razak Aziz, Social Worker  
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Thanh-Thanh Tieu, Research Associate  
Christina Farrell, Woodview Mental Health & Autism Services  
Irene Perro, Haldimand Norfolk REACH

The Board Mental Health Advisory Committee exists to develop, implement, assist in monitoring, evaluating, and reporting on the achievement of the Board Mental Health Strategy and its annual action plans.

