

**BWDSB MENTAL HEALTH AND ADDICTIONS STRATEGY  
ONE-YEAR ACTION PLAN – 2023-2024**

**STRATEGIC PLAN - PRIORITY 1**

**Amplify schools' promotive and protective influence by supporting school teams, promoting student leadership and engagement, and providing systemwide teaching and learning opportunities.**

<b>Goals from 3-Year MHA Strategic Plan</b>	<b>Key Actions</b>	<b>Anticipated Outcomes and Indicators of Success</b>
1. Ensuring our schools are working towards becoming mentally healthy communities.	Sharing resources with school leaders.	Increased capacity for educators and leaders to create mentally healthy schools and classrooms.
	Provide Tier 1 “good for all” instruction and psychoeducation to support the development of social emotional learning and mental health literacy.	All grade 7 and 8 students will receive mental health literacy lessons distributed by SMH-ON. Child and youth workers will provide evidence-based instruction that introduce students to social-emotional learning skills, distress tolerance and mental health literacy.
	Mental health staff will provide opportunity for consultation and professional development.	Staff will have increased knowledge to respond appropriately to mental health and addiction concerns.
	Schools will have guidance from mental health leaders in the development of their student achievement plans.	The mental health and addictions strategic plan will be reflected in the school student achievement plan.
2. Promoting student leadership, participation, and agency.	Promote student leadership.	All schools have students to organize and lead mental health initiatives. Administrators and mental health leaders have used student feedback to inform planning.
	Share the good and elevate profile of mental health and equity.	Students are aware of mental health supports and services. Positive school cultures will be amplified and shared through social media and other school communication.

3. Provide resources for strength-based mental health promotion, mental health literacy, and stigma reduction. Provide health information related to substance use and misuse.	Create new, and nurture existing working relationships with community partners.	The mental health leadership team will participate in partnership meetings, community committees, and joint training events. Community partners will be supporting psychoeducation related to substance use and misuse, mental health literacy and stigma reduction.
<b>STRATEGIC PLAN - PRIORITY 2</b> <b>Identify and address emerging and escalating student mental health problems.</b>		
Goals from 3-Year MHA Strategic Plan	Key Actions	Anticipated Outcomes and Indicators of Success
1. Students who are identified with mental health concerns will receive student-centered interventions, delivered by mental health professionals, that are culturally responsive, identity affirming, and evidence based.	Clinical manager will inform and guide professional practice.	The mental health team and attendance counselors will use a unified recording platform and receive monthly supervision. Service outcome measurement tools will be developed with an annual plan for service delivery refinement.
	Expand access to mental health information for parents and caregivers.	Caregivers know how to access mental health resources for their children that are culturally responsive and identity affirming.
	Develop protocols and procedures for crisis intervention. Provide professional development on suicide intervention and life promotion.	Students in crisis will be supported to find safety, assessment and treatment that is age appropriate, culturally responsive, and identity affirming. Staff supporting students in crisis will feel confident in the procedure designed to help.
2. Prevention and early intervention initiatives are system wide, equitable, student centered, responsive, and trauma informed.	Trauma-informed education with an attachment lens will be provided to staff to support student well-being and guide student intervention	Schoolboard staff understand that past adverse experiences can impact student behavior and their readiness to learn.
	Embed restorative practices in school culture.	Staff use a shared language and approach to repair relationships after incidents that may result in suspension or interpersonal aggression.
3. Clear pathways are created, connecting students with tier 3 mental health needs to community services. Those pathways circle back to the school team, ensuring safety	Partnership agreements and memorandums of understanding are created with community service partners that provide mental health services in our buildings.	Staff have a clear process for referring tier 3 students to the best suited care for their needs.

planning and support for the student.		
<b>STRATEGIC PLAN - PRIORITY 3</b> <b>Mobilize focused attention on students in priority populations, including those disproportionately impacted by COVID 19, that includes student engagement, allyship, and mental health leadership.</b>		
Goals from 3-Year MHA Strategic Plan	Key Actions	Anticipated Outcomes and Indicators of Success
1. Build working relationships and partnerships with program colleagues and learning services that help to move forward equity, mental health and student well-being goals that are collaborative, student-centered, and culturally appropriate.	Formalize a mental health leadership team.	System input is evident regarding the implementation of mental health and addictions action plans and strategies.
	Build partnerships with system colleagues responsible for equity and Indigenous education.	A positive working relationship exists between the departments responsible for Indigenous education and curriculum. These departments will support one another; creating safer schools with allied spaces, diverse voices, and dedication to dismantle systems that historically have not allowed all students and communities to thrive.
2. Seek expertise and guidance from community advocates and leaders who represent diverse backgrounds, equity-seeking and racialized groups.	Continued relationship building with Indigenous Communities, 2SLGBTQIA+, BIPOC, and other minority groups.	Community input is valued and incorporated when developing initiatives, professional development and areas of focus.
	Elevate stories of hope, resilience, power, and joy from voices that highlight diverse voice and story.	Students have opportunities that showcase role models, mentors, elders, poets, songwriters, etc. from diverse voices and perspectives.
3. Promote student leadership and engagement that is identify-affirming and elevates student agency and voice.	Elevating student voice, agency, and leadership Provide opportunities for students to elevate their voices, build agency and strengthen leadership skills in meaningful ways.	Advocacy and support groups such as Mental Health Champions, GSA and BIPOC are active in the majority of BWDSB schools. Various student forums will be planned and supported.
	Explore system student mental health advisory committee to inform mental health leadership.	Student senators and other student groups are utilized in advisory process that help to inform processes for student mental health initiatives and priorities.

**STRATEGIC PLAN - PRIORITY 4****Build and sustain strong safety nets that result in clear pathways for crisis, assessment, and safety plans.**

<b>Goals from 3-Year MHA Strategic Plan</b>	<b>Key Actions</b>	<b>Anticipated Outcomes and Indicators of Success</b>
1. Review the suicide protocols, increase access to suicide prevention and intervention training, and improve communication and partnerships with crisis services.	Complete suicide protocol updates.	Educators will have confidence in responding to suicide risk which will result in robust safety plans and increased safety for students.
	Support school teams to respond appropriately to threats and violent incidents.	Appropriate and equitable response to risk are established in schools to ensure student and staff safety.
	Update trauma response procedures and protocols to be inclusive of critical incidents.	School teams will have access to system support for critical incidents and tragedy response.
	Train and implement VTRA as a response to threats and violent incidents.	Responsive procedures are implemented to ensure safety of our students and staff in response to violent incidents.
2. Ensure protocols and procedures related to sex trafficking are implemented.	Monitor the implementation of the protocol and procedure related to sex trafficking.	Ongoing review of protocols and procedures. Staff will have knowledge that ensures responsive action when students are identified at risk of sex trafficking.
3. Collaborate with learning services department colleagues to enhance student planning.	Explore opportunities to build restorative cultures and practices.	Culture shift has occurred that addresses repair from a trauma-informed lens that also ensures accountability and safety for all students.
	Build system opportunity for multi-disciplinary consultations.	Increased access to learning services will be available to school teams to guide student interventions.