



Mental Health Strategic Plan 2015-2016

CONFIDENT LEARNERS	ENGAGED COMMUNITIES	ETHICAL STEWARDSHIP
✓ <i>achieve individual success in the pathway of their choice</i>	✓ <i>respond to the needs of our learners</i>	✓ <i>budget alignment with strategic priorities</i>
✓ <i>practice and promote positive and healthy behaviours</i>	✓ <i>partner to enhance outcomes</i>	✓ <i>effective, responsible and sustainable use of resources</i>
✓ <i>act responsibly to self and others through good citizenship</i>	✓ <i>embrace the diversity of our region</i>	✓ <i>safe and welcoming schools and facilities</i>

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	
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CL	EC	ES				
✓			<p>➤ Provide training to 90 more staff members in suicide intervention (ASIST); provide education on suicide awareness (safeTALK) to 100 staff and 125 students</p>	<ul style="list-style-type: none"> • Offer 3 – 2 days program of ASIST suicide intervention training for staff <ul style="list-style-type: none"> • Educate 90 students at three pilot schools and all of Student Senate in safeTALK • Engage student trustees and school ambassadors on managing their emotions when their friends disclose suicidal thoughts. 	<ul style="list-style-type: none"> • Staff will learn to intervene and help prevent the immediate risk of suicide. • The more staff who have suicide intervention training, the more likely it is they will be able to identify someone at risk and intervene to keep them safe. • Students will receive practical knowledge of how to identify someone at risk and link them to life-saving resources • Youth will work with staff of the Board to develop a media campaign to educate peers about where trained individuals can be accessed 	<ul style="list-style-type: none"> • Provided ASIST training to 78 staff members • Provided safeTALK to 57 staff members • Provided safeTALK to 165 secondary students with 26 of Student Senate being trained. Students also developed school based plans to debrief with guidance and social worker.
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CL	EC	ES	<ul style="list-style-type: none"> ➤ Engage 20 more schools in mindfulness practices 	<ul style="list-style-type: none"> • Provide mindfulness practices (research and implementation) for students and staff members. • Curriculum development for mindfulness – elementary • Provide opportunities for school based learning on mindfulness fundamentals (administrator plus school team) 	<ul style="list-style-type: none"> • Curriculum developed and available to teachers who have the training. • More staff trained. 	<ul style="list-style-type: none"> • Due to the labour dispute, we opened the mindfulness 6 week training course open to all employees of which 36 staff members took advantage. • Research with staff was conducted which noted significant results in effective cognitive set-shifting, ability to manage demands on working memory, increases in some facets of mindfulness, and a lowered perception of stress. Shared results in Ottawa at a MH conference for educators. • Curriculum development is ongoing.
CL	EC	ES	<ul style="list-style-type: none"> ➤ Provide workshops on anxiety and/or trauma for staff and community workshops on MH topics as determined by the community. 	<ul style="list-style-type: none"> • Conduct survey with attendees of 2014-15 community workshops to determine topics. • Offer 6 community workshops with the 	<ul style="list-style-type: none"> • Monitor feedback on effectiveness by participants. • Monitor numbers attending our community nights. 	<ul style="list-style-type: none"> • Survey completed in fall and three topics were selected: anxiety, positive relationships, and depression. Community partners delivered the workshops.



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		<p>possibility of one additional session with Student Success department.</p> <ul style="list-style-type: none"> • All support staff to engage in anxiety presentations. • Explore RCC trauma training for staff members to better understand how to work with students who have undergone trauma. 		<ul style="list-style-type: none"> • Six sessions conducted with approximately 40 people per session. • All support staff were trained in student anxiety by our special services staff. • Trauma training from RCC was offered and piloted by 6 staff members this year. • Refugee trauma presentation designed and offered to ESL site teachers and to the system. • Generic trauma presentation designed and offered to system. 												
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		<p>prevention and intervention strategies for staff members.</p> <ul style="list-style-type: none"> • Partner with CMHA on MH training for administrators and central office staff. • All secondary students to have access to addiction or substance abuse services from our CCAC nurses. • Protocol developed for all students who are released from adult services hospitalization would be monitored for medication by CCAC nurses. • Pilot socio-emotional learning for JK/SK students in 10 elementary schools. 	<ul style="list-style-type: none"> • System plan for early onset psychosis education for students and staff. • Monitor feedback on CMHA training. • All students in secondary to be able to access CCAC nurses for addiction or substance abuse issues. • Hospital to school protocol is functional. • Determine if socio-emotional pilots to be offered with all JK/SK teachers. 	<ul style="list-style-type: none"> • Select team attended the CMHA Compassion Fatigue workshop to determine appropriateness for school board. • All secondary student can access CCAC nurses for addiction or substance abuse services. • Rotary Home protocol in place. • All psychology and speech and language department were trained and did the training with the JK/SK staff. • Socio-emotional pilot program in 34 early learning classrooms. Results indicated an increase in student socio-emotional literacy as indicated by staff surveys.
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