

Board Mental Health & Addictions 3 Year Strategy – James Bay Lowlands Secondary School Board & Moosonee District School Area Board



Section 1:

Board Vision for Student Mental Health

Overview Statement

The 2024-2027 James Bay Lowlands Secondary School Board and the Moosonee District School Area Board are unwavering in their dedication to supporting learning, preparedness, and well-being. They do so by establishing meaningful, authentic, and valuable connections with self-identity, affirming mental, emotional, physical, and spiritual health, culture, and community. These boards are resolute in planning and implementing powerful learning opportunities and environments centering around the student, fostering agency and autonomy, and nurturing transformative learning.

Section 2:

Organizational Conditions

The organizational conditions provide for the 'hospitable environment' that Implementation Science has informed is necessary for effective implementation.

Using your findings from the Board Mental Health and Addictions Scan to determine which are the key organizational conditions to focus on over the next three years. These may reflect those that require the most attention for strengthening or may be areas of focus of your board.

Leadership Commitment; Mental Health Leadership Team; Clear and Focused Vision; Communication and Shared Language; Ongoing Assessment of Needs and Strengths; Standard Processes; Professional Learning and Training; Mental Health Strategy / Action Plan; Meaningful Collaboration; Ongoing Quality Improvement.

- Communication & Shared Language
- Standard Process
- Support; Professional Learning and Training
- Meaningful Collaboration
- Mental Health Strategy/Action Plan



Section 3:**Data-Informed Priorities**

3.1 Areas of strength contributing to student mental health at your board (identified through the Board Mental Health and Addictions Scan and other data sources)

Areas of Strength	Data Sources
Leadership Commitment Clear and Focused Vision Mental Health Leadership Team Ongoing Assessment of Needs and Strengths Ongoing Quality Improvement	Board Scan Meeting with School Wellness Team

3.2 Areas of need identified through the Board Mental Health and Addictions Scan and other data sources

Areas of Need/Gaps	Data Sources
Engagement and Collaboration Mental Health Strategy/Action Plan Communication and Shared Language Standard Processes Meaningful Collaboration	Board Scan Meeting with School Wellness Team

3.3 Identify Priorities for Strategy

1)Communication and Shared Language
2)Professional Learning and Training (Support)
3) Standard Process
4)Meaningful Collaboration



Section 4:**Goals to Address the Priorities Over a 3-Year Span**

Priority	Goals
Priority #1	Mental Health and Addictions Strategy – Revise and Implement
Communication and Shared Language	Prioritizing Wellness into Daily practice for students by staff
	Multi-Tiered System of Supports -Enhance and Build Capacity
Priority #2	Professional Learning
Professional Learning and Training	Mental Health Literacy
	Evidence-informed Interventions and Standardized Measurement
Priority #3	Update to Suicide Prevention and Life Promotion Protocol
Standard Process	Support a multi-tiered system of support.
	Embedding Social-Emotional Learning and skills into classroom culture.
Priority #4	Family Engagement
Meaningful Collaboration	Collaboration with Community Partners
	Encourage student voice within the school community.



Section 5:

Annual Mental Health and Addictions Strategy Action and Implementation Plan

Mental Health and Addictions Annual Action Plan Template

Building on the priorities identified in your Mental Health and Addictions 3-year Strategic Plan, this template is designed to help you to create a clear action plan for advancing student mental health and wellness for the school year.

Gather Information

To help to ground the action plan, Mental Health Leadership Teams can draw on:

- ▶ A review of the Board Mental Health and Addictions (MHA) Strategy and Action Plan, and related progress.
- ▶ Considerations highlighted in information gathered from various sources (e.g., data from summer mental health services, public health guidance, survey data and other sources).
- ▶ An assessment of available resources (e.g., board-developed materials, SMH-ON Toolkits and resources).

Establish Priority Areas

Decide on your board's priorities and what supports must be in place to address the priorities you have identified in your Mental Health and Addictions Strategic Plan and in your discussions at your Mental Health Leadership Team. Consider how your priorities align with the **Five Focus Areas noted in the SMH-ON 2022-2023 Action Plan**.

Choose Related Actions and Supports

Decide which actions, resources, and supports will be most helpful to achieve the goals, address priority areas and contribute to achieving the desired outcomes and outputs. Consider your board Mental Health and Addictions Strategy, local needs and resources, issues of equity and inclusion, and other factors. Initiatives should include implementation of Student Mental Health Action Kit.

Articulate the Action Plan

Use the template to specify **what** action, by/for **whom**, introduce **when**, and **how** to monitor. Communicate the Mentally Healthy School Action Plan in alignment with your Board Improvement and Equity Plan.

Your SMH-ON Implementation Coach is available to support you with this work.

Five Focus Areas:

1.

Centre the needs of students who have been **disproportionately impacted** by COVID-19, social determinants of health, racism and/or oppression

2.

Amplify the **promotive** and **protective** influence of home, school and community.

3.

Elevate student **participation** and **leadership** in mental health promotion and stigma reduction.

4.

Equip a wide range of school staff to **identify emerging and escalating** student mental health problems and to support students through service pathways when needed.

5.


Broaden the suite of prevention and early intervention protocols to include a wider range of **identity-affirming supports**, in collaboration with partners to enhance the system of care for child and youth mental health.



Priorities from Mental Health and Addictions Strategic Plan and Mental Health Leadership Team Discussions

Priorities from 3 Year MHA Strat Plan	Board Mental Health and Addiction Priority Statement (Do these address the current identified needs of your students?)	SMH-ON Focus Areas Addressed by the Priority
Priority #1	Communication and Shared Language	<input type="checkbox"/> Centre needs of students <input type="checkbox"/> Amplify protective influences <input type="checkbox"/> Elevate student participation <input type="checkbox"/> Equip school staff <input type="checkbox"/> Broaden identify-affirming supports
Priority #2	Professional Learning and Training	<input type="checkbox"/> Centre needs of students <input type="checkbox"/> Amplify protective influences <input type="checkbox"/> Elevate student participation <input type="checkbox"/> Equip school staff <input type="checkbox"/> Broaden identify-affirming supports
Priority #3	Standard Process	<input type="checkbox"/> Centre needs of students <input type="checkbox"/> Amplify protective influences <input type="checkbox"/> Elevate student participation <input type="checkbox"/> Equip school staff <input type="checkbox"/> Broaden identify-affirming supports
Priority #4	Meaningful Collaboration	<input type="checkbox"/> Centre needs of students <input type="checkbox"/> Amplify protective influences <input type="checkbox"/> Elevate student participation <input type="checkbox"/> Equip school staff <input type="checkbox"/> Broaden identify-affirming supports



Goals from 3-Year MHA Strat Plan	Key Actions	Audience (whom the action is intended to support)	Timeline	Anticipated Outcomes and Indicators of Success	 AIM (Tier 1, 2 or 3)	Resources (SMH-ON and Board, other evidenced informed sources)
PRIORITY #1						
Goal #1 – Mental Health and Addictions Strategy – Revise and Implement	Update Mental Health and Addictions Strategy	School Wellness Team, Leadership Team, School Board	June 2024	Updated to align with all requirements of PPM 169 and how we will evaluate and measure each.	1.2.3	
	Complete Annual Action Plan	School Wellness Team, Leadership Team, School Board	June 2024	Updated annually by the end of the school year to be shared with the school community.	1.2.3	
	Share With the School Community	Leadership Team, School Community, Families, Students	June 2024	The strategy will be shared with the school community and posted on the school website annually by June 30 th for the upcoming school year.	1.2.3	
Goal #2 – Prioritizing Wellness into Daily practice for students by staff.	Providing staff with tools and support for implementing wellness into their classrooms	School Wellness Team, Educators, School Staff	Ongoing	Sharing new resources as they become available. Offer sessions to help students become more comfortable with resources and tools for school wellness.	1.2	
	We are developing and revamping existing spaces to support wellness within the school environment.	School Wellness Team, Educators, School Staff	Ongoing	Focus on wellness promotion within the context of mentally healthy learning environments.	1.2	
	Collaboration and coordination to support staff well-being to support student well-being	All Board Staff	Ongoing	**		
Goal #3 – Multi-Tiered System of Supports -Enhance and Build Capacity	Utilize a Multi-Tiered System of Support approach to deliver school-based mental health services.	School Wellness Team, School Staff, Educators, Community Partners, Families, Students.	Ongoing	A Multi-Tiered System of Support structure includes a continuum of services: mental health promotion, early identification, and service pathways/clinical support for more intensive mental health needs. Attendance at community partner meetings (Moosonee Situation Table and Community Service Providers) and regularly advocate for further support at the community level within the multi-tiered system.	1.2.3	




	Establishing resources for staff and families to gain a better understanding of the multi-tiered system of support model.	Staff, Families, Students, School Wellness Team	Ongoing	Creating resources and tools for staff and families to understand the multi-tiered support model for students and how best to work within the model.	1.2.3	
	Utilize a multi-tiered system support model to collaborate with community partners to support the Right Time Right Care Model to improve access for all.	School Staff, MH Professionals, Community Partners	Ongoing	Utilizing resources and tools through Right Time Right Care implementation to collaborate and plan for service delivery of more intensive mental health and well-being needs.		
Goals from 3-Year MHA Strat Plan	Key Actions	Audience (whom the action is intended to support)	Timeline	Anticipated Outcomes and Indicators of Success	 AIM (Tier 1, 2 or 3)	Resources (SMH-ON and Board, other evidenced informed sources)
PRIORITY #2						
Goal #1 - Professional Learning	Behaviour Management Systems Training	All Staff	Annually	To equip staff to identify and support students experiencing challenges and to help them through service pathways when needed.	1.2.3	
	Prevent; Prepare; Respond - Life Promotion Suicide Prevention for School Staff	All Staff	Summer 2024	Staff will have a shared understanding of how our work as a whole school lays the foundation for ongoing life promotion suicide prevention work.	2.3	
	Exploring further opportunities to use evidence-informed prevention protocols to build into daily Tier one practice.	Administration, All Staff	Ongoing	As needs arise, find information and training opportunities that meet the needs of our school community. (MH78, MH10) Broaden the suite of prevention and early intervention protocols to include a wider range of identity-affirming supports, in collaboration with partners to enhance the system of care for child and youth mental health.	1.2.	
Goal #2 Mental Health Literacy	Educator and Staff Mental Health Literacy	All Staff	Ongoing -Focus Summer 2024	Support learning with evidence-informed resources on mental health and addictions with school staff so that mental health promotion and substance use prevention can be embedded into the education experience and help foster safe and welcoming environments.	1.2.3	
	Mental Health Literacy for Students	Students	Ongoing	Equip a wide range of school staff to identify emerging and escalating student mental health problems and to support students through service pathways when needed. Implementing Ministry-	1.2.3	




				approved, teacher-led and culturally responsive mental health literacy modules for students that respect individual and diverse needs and ensure consistency in mental health learning across the province. (Prevention, MH78, MH10, KHST!)		
	Family Mental Health Literacy and Awareness	Families	Ongoing	Involving families in supporting students' mental health where possible. Having mental health literacy resources available for families so they have access to information on how to notice and respond when their child may be struggling, reduce stigma and provide appropriate support for their child's individual needs.	1.2.3	
Goal #3 – Evidence-informed Interventions and Standardized Measurement	Providing training on evidence-based interventions to school mental health professionals	School Mental Health Professionals, MHL	Ongoing	Support school mental health professionals in using evidence-informed prevention and early intervention protocols from an identity-affirming approach.	1.2.3	
	Consistent use of evidence-informed interventions and standardized measurement.	School Mental Health Professionals, MHL,	Ongoing	School mental health professionals will utilize evidence-informed brief interventions and standardized measurement tools that align with their scope of practice and regulatory colleges' obligations for privacy and reporting. Additionally, the interventions and measurement tools should align with applicable legislation.	1,2,3	
	Implementing GreenSpace	School Mental Health Professionals, MHL	Implementation for school start-up September 2024	In alignment with PPM 169, further measurement-based care is being implemented.	2,3	



Goals from 3-Year MHA Strat Plan	Key Actions	Audience (whom the action is intended to support)	Timeline	Anticipated Outcomes and Indicators of Success	 AIM (Tier 1, 2 or 3)	Resources (SMH-ON and Board, other evidenced informed sources)
PRIORITY #3						
Goal #1- Update Suicide Prevention and Life Promotion Protocol	Meet with the Leadership Team	Mental Health Leadership Team	July 2024	Review existing protocols and establish what we want to see from our updated protocol.	1,2,3	
	Update Protocol to meet the needs/vision discussed. Share the updated version with the MHLT and discuss finalizing the Protocol.	MHLT/ Administration	July/August 2024	Finalized updated Suicide Prevention and Life Promotion Protocol.	1,2,3	
	Share updated Protocol with the School Community	School Community	School Start-Up 2024	The School Community is aware of our updated Protocol and can support its use.	1,2,3	
Goal #2 - Support a multi-tiered system of support to and through Services	Meet with the School counsellors and Administration to create a directory of community partners who could be referred to the program and how to refer to the program.	Mental Health Leadership Team	Updated annually to reflect new programming	We will have a list of community partners we work with and learn about further partners we may be able to connect with to support students and families. Establishing this would allow engagement and collaboration in student mental health and wellness planning.	1.2.3	
	Joint local planning with community-based child and youth mental health providers.	Mental Health Leadership Team, Community Partners, Staff,	Updated in every one-year action plan.	Communicate with our community partners and become more aware of the services within our community. An established process for communication and referral for students and families.	1.2.3	
	Establish a Community Services Summit	School Community, Community Partners, Staff, Community members, Students, and families.	Beginning and end of the school year.	There will be a gathering of community partners so that staff, community members and families can connect with community partners, and we can support navigating access to those services to support connections and referrals and support an improved system of care for child and youth mental health services.	1.2.3	
	Planning for whole school initiative for the 2023-2024 school year (KHST, HPE Lesson Plans, Yoga, Monthly Mental	School Wellness Team, Educators, School Staff. Students, Families	Ongoing	All Classrooms will have participated in KHST! Sessions for their grade level have connected with our school counsellor. Students and staff will share knowledge and understanding of	1.	



Goal #3 - Embedding Social-Emotional Learning and skills into classroom culture.	Health Programming and Themes)			mental health and stress management. Centre the needs of students who have been disproportionately impacted by social determinants of health, racism or oppression		
	Embedding social-emotional learning within the delivered curriculum.	School Wellness Team, Educators, School Staff. Students, Families	Ongoing	Ensuring that the social-emotional skills that are embedded within the Ontario curriculum are delivered and that educators are supported in delivering modules including identification and management of emotions, recognizing sources of stress and coping with challenges, maintaining positive motivation and perseverance, building healthy relationships, developing self-awareness and confidence, and thinking critically.	1.2.3	
	Creating and Sharing resources to help support social-emotional learning in the classroom	School Wellness Team, Educators, Students	Ongoing	Sharing resources from School Mental Health Ontario to support the delivery of SEL within the Classroom. Providing sessions to support educators in how to find and use the resources for classroom delivery.	1.2.3	
Goals from 3-Year MHA Strat Plan	Key Actions	Audience (whom the action is intended to support)	Timeline	Anticipated Outcomes and Indicators of Success	 AIM (Tier 1, 2 or 3)	Resources (SMH-ON and Board, other evidenced informed sources)
PRIORITY #4						
Goal #1 –Family Engagement	Parent Engagement	School Staff, Administrators, Board Staff, MHL, School Counsellors	Ongoing	Parent engagement in school events and planning that will support the Students and School Community.	1.2.3	
	Engaging with Families to provide education surrounding Mental Health and Wellness.	School Staff, Administrators, Board Staff, MHL, School Counsellors	Ongoing	Amplify the promotive and protective influence of home, school and community. Equip families with information to identify and support children and youth experiencing mental health problems and to help them through service pathways when needed.	1.2.3	



Goal #2 – Collaboration with Community Partners	Working with Community partners to support the delivery of whole school events. Partnering where there is an opportunity to do so.	Mental Health Leadership Team, Community Partners, Staff, Administrators, Board Staff	Beginning Summer 2024 - Ongoing	We are strengthening existing community partnerships to continue to access services and support for students and families as needed.	1.2.3	
	Collaborate to support child and youth mental health and establish joint protocols to support service delivery.	Mental Health Leadership Team, Community Partners, Staff, Administrators, Board Staff	Ongoing	Continue collaborating with community partners to contribute to an improved care system for child and youth mental health.	2.3	
	Work towards further implementation of the Right Time Right Care Model.	Mental Health Leadership Team, Community Partners, Staff, Administrators, Board Staff	Ongoing	Continue collaborating with community partners to contribute to an improved care system for child and youth mental health, following Right Time, Right Care principles.		
Goal #3 – Encourage Student voice and participation within the school community.	Establish student leadership opportunities and encourage student-led direction for Mental Health and Wellness Activities.	School Community, Students, Educators, School Wellness Team	Ongoing	Elevate student participation and leadership in identity-affirming mental health promotion and stigma reduction, following the recommendations from #HearNowON 2021. Establish a model for student input and feedback in planning for students.	1.2.3	
	Establish annual and ongoing student input opportunities to ensure we are meeting the needs of students.	School Community, Students, Educators, School Wellness Team	Annual/Ongoing	Empower student feedback to guide the Mental Health and Well-Being initiatives and offerings within school communities.		



Section 6:

Mental Health & Addictions Leadership Team

It is anticipated that the Board Mental Health Strategy will be co-created with the support of the Mental Health Leadership Team. List all members of the *Leadership Team* and the stakeholder group that they represent to acknowledge their contribution and endorsement.

Signature: *Terah Racine*

Mental Health Lead

Signature: *Angela Tozer*

Responsible Superintendent

Signature: *Angela Tozer*

Director

Section 7:

Additional Resources

