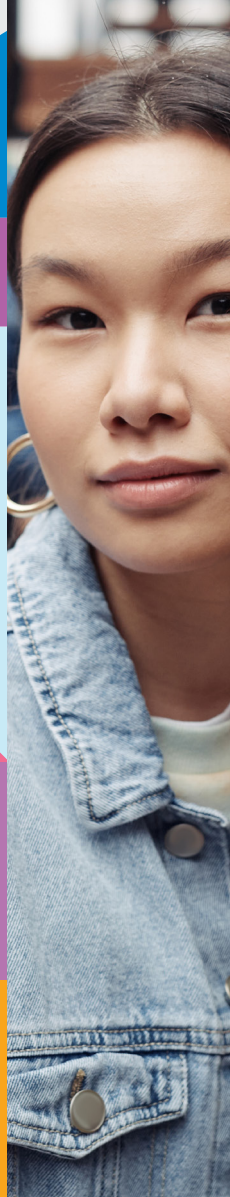


2022-23



# Grand Erie Mental Health Strategy





# Mental Health Strategy 2022-23



## Priority:

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

## Goal #1:

Increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being.

### Strategies in Action

How will we achieve these goals?

Senior Administration and School Administrators will complete the School Mental Health Ontario Mental Health Literacy course.

School Wellness Champions will be re-established at the Elementary and Secondary level.

Educators will participate in training at System Leaders meetings, Professional Development days, staff meetings, Guidance meetings, Learning Resource Teacher meetings, Mental Health Leadership sessions, and Specialized Services (SMHO) meetings.

Child and Youth Workers and educators will work together to deliver the Social Justice series in classrooms.

Increase the number of schools using the Shankar Self-Regulation Framework.

A Social Emotional Learning (SEL) program chart for educators will be created and shared.

### Success Criteria

How will we know we are successful?

Senior Administration and School Administrators will demonstrate increased knowledge and understanding of mental health concepts, language and available resources when supporting student and staff well-being.

School Wellness Champions will act as the conduit for increased knowledge and understanding of mental health supports and resources.

Educators will demonstrate increased knowledge of mental health literacy and how to support student well-being.

Educators will demonstrate an increased understanding of how to support student mental health and well-being through a lens of inclusion and equity.

Educators will demonstrate increased knowledge of how to support student self-regulation through co-regulation and healthy relationships.

Educators will use the chart when choosing resources and supports.

# Mental Health Strategy 2022-23



## Priority:

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

## Goal #1 Contd.:

Increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being.

### Strategies in Action

How will we achieve these goals?

Child and Youth Workers will work directly in classrooms to deliver evidence-based programming and classroom lessons and activities connected to the Ontario Curriculum, co-facilitated with educators that focus on social emotional learning, healthy relationships, stress management and mental health literacy.

A robust and informative online presence through a lens of inclusion and accessibility for student, family and community access will be built via the public facing website and social media.

A robust online learning platform for educators will be created on Brightspace, including access to SMHO courses, Grand Erie's Mental Health and Wellness Digital Resource Binder, resource guides for educator and support staff use in the areas of anxiety and depression.

### Success Criteria

How will we know we are successful?

Educators will demonstrate increased knowledge of mental health literacy and how to support student well-being.

An increased number of stakeholders will have access to timely and up-to-date information about mental health resources and supports in Grand Erie.

Educators will demonstrate increased knowledge of mental health literacy and how to support student well-being.



# Mental Health Strategy 2022-23



## Priority:

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

## Goal #2:

Provide students with the knowledge, skills and resources to tend to their own mental health and well-being.

### Strategies in Action

How will we achieve these goals?

Student Wellness Teams will be reestablished at the Elementary and Secondary level and at the secondary level Wellness Teams will support the establishment of small groups of students using Stress Less resources.

Schools will provide students with opportunities to develop skills in identity-affirming mental health and well-being learning and understanding pathways to care that will be provided in a universal design approach

Collaboration will occur with Public Health Nurses in the area of in-class mental health promotion for students.

A secondary-focused Mental Health Learning Event and Summit will be held in the Spring of 2023.

### Success Criteria

How will we know we are successful?

Students will demonstrate increased knowledge and understanding of mental health concepts, strategies to deal with anxiety and stress, language, and resources.

Schools will provide learning opportunities for students in the classroom, in small groups settings, during recess programs, in Wellness rooms and through mental health promotion bulletin boards.

Schools will access Public Health Nurses to provide mental health promotion presentations in classrooms.

Students will showcase their learning about mental health concepts, strategies, language, and resources.



# Mental Health Strategy 2022-23



## Priority:

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

## Goal #3:

Increase awareness and use of resources to support students at risk for suicide or non-suicidal self-injurious behaviours.

### Strategies in Action

How will we achieve these goals?

Provide in-service and learning opportunities and resources for school-based staff to support student suicide prevention.

Provide in-service and learning opportunities and resources for school and system staff to support student suicide intervention.

Provide in-service and learning opportunities and resources for system staff to support student suicide post-vention.

### Success Criteria

How will we know we are successful?

Administrators and educators will demonstrate an increased understanding of how to support students at-risk of suicide by providing K-12 classroom-based mental health and wellness promotion supports and K-12 classroom-based mental health literacy supports.

School and system staff will demonstrate an understanding of Grand Erie's Suicide Risk Protocol, Grand Erie's Non-Suicidal Self-Injury Protocol, and Grand Erie's Youth with Complex Suicidal Needs Protocol.

School and system staff will demonstrate an understanding of effective pathways to care for students post-vention.



# Mental Health Strategy 2022-23



## Priority:

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

## Goal #4:

Alignment of common messaging and resources with Indigenous Education, K-12 Program, Specialized Services, and Safe and Inclusive Schools.

### Strategies in Action

How will we achieve these goals?

Mental Health and Well-Being and Indigenous Education collaborate to prepare and implement a classroom resource focused on student wellness and self-care that is inclusive of Indigenous perspectives.

Revise, update and roll out a comprehensive Decision Support Tool to include equity and Indigenous lens as well as curriculum connections.

Provide system level department wide training and certification using The Impact Cycle Coaching Model.

Review and align Social-emotional Learning programs amongst Program K-12 and Specialized Services teams.

### Success Criteria

How will we know we are successful?

Administrators and educators will demonstrate an increased understanding of Indigenous mental health and well-being and an Indigenous Wellness model of support.

Administrators and educators will demonstrate an increased understanding of how presentations are vetted to ensure they are in line with Grand Erie's vision and protocols.

System staff will demonstrate increased coaching skills when working with educators in the classroom.

Specialized Services, Program K-12 and Mental Health and Well-Being system staff will ensure programs in school contain curricular connections and are aligned with identity affirming language, and universal design for learning.





349 Erie Avenue,  
Brantford, Ont., N3T 5V3

**Telephone:** 519-756-6301 | **Toll Free:** 1-888-548-8878

**Email:** [info@granderie.ca](mailto:info@granderie.ca)  
**granderie.ca**



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