



A place where we all belong.

## **Mental Health and Well-Being Strategy**

### **2022-25 Strategic Direction & 2024-25 Annual Actions**

#### **Overview**

Northeastern Catholic District School Board (NCDSB) is committed to embed all facets of the mental health and well-being strategy into the culture of our district board and schools. In doing so, our board mission will be fulfilled as we strive to ensure the wellbeing of our students and provide quality Catholic education in a safe, nurturing, equitable, and inclusive environment that prepares them for life.

#### **Mission**

NCDSB recognizes that student success is achieved by nurturing a whole person approach including mental, physical, spiritual and emotional well-being. Our Mental Health Strategy aims to create and sustain the foundational conditions to support enhanced mental health education/promotion, prevention, and intervention. Together, we will create a caring, responsive environment where students can achieve their full potential in life.

#### **Mental Health & Additions Strategic Vision**

Reach every student, every learning environment.

#### **Values/Commitments**

- Work collaboratively at the district and provincial level to build and sustain caring, nurturing, and supportive environments for all students
- Ensure sustainability by addressing the foundations for effective, scalable, and sustainable school mental health practice (organizational conditions) at all levels of our district board and schools
- Develop, implement and monitor evidence-based practices that respond to the needs of our students
- Develop and maintain strong community partnerships throughout our school district (Central, North and South Regions) to ensure a multi-disciplinarian approach and to reduce service gaps
- Enhance mental health and wellbeing awareness, literacy and expertise and ensure appropriate learning, supports and resources are available for all staff and students

## Strategic Priorities 2022-2025

Our Destination	Leadership Commitment & Learning	Mental Health Learning - Enhancing Staff Capacity	Mentally Healthy Classroom & School Environments	Internal Services & External Partnerships	Parent & Youth Engagement
<p><b>What will success look like?</b></p> <p><i>Anticipated results...</i></p>	System and School leaders identify and influence, the implementation of effective practices across the tiers, to address student mental health, well-being and equity in school.	Educators, School and System Leaders, bridge their knowledge and practice to foster positive student identity, mental health and well-being at school.	Educators consistently apply evidence informed practices to support mentally healthy classrooms and schools for all students.	Enhanced partnerships and evidence informed practices across the tiers (school and community) support students with new or pre-existing behavioural, mental/emotional concerns to improve their outcomes at school.	Parents and students engage as allies in schools to enhance promotive and protective factors to support student mental health and well-being between school and home.
<p><b>How will we achieve this?</b></p> <p><i>Our commitment...</i></p>	Establish structures to support mental health strategy implementation in alignment with <a href="#">SMHO</a> , at the board and school levels, and ensure regular feedback loop between the school and system level.	On-going focus on educator learning and professional development (by audience) through promotion of SMHO resources, SEL-adult specific content, and MH Leader coaching & support, in a way that is flexible, relevant, and uses a variety of platforms (existing and emergent technologies, in-person).	Explicit teaching of evidence informed Social emotional competencies, aligned with curriculum and roles, delivered across all grades, in a way is responsive to the student/classroom and school environments.	On-going focused work to understand, and clarify, service pathways and roles, to support students with emerging or existing signs of mental health problems in a tiered approach; Targeted evidence informed practices, and enhanced partnerships, to address students exhibiting new or pre-existing behavioural, mental/emotional needs at school.	Ongoing focused and aligned parent MHA communication, including ready-access to evidence-based tools, and learning opportunities to develop mental health literacy. Increased opportunities in school to foster student leadership in mental health & well-being promotion.
<p><b>How will we monitor impact?</b></p> <p><i>Triangulating evidence...</i></p>	<p><b><i>We will see...</i></b> Leaders engage in effective practices for mental health promotion, prevention and early intervention in their school</p> <p><b><i>We will hear...</i></b> Leaders (board, schools) reflect (self-assess) on implementation stages of school mental health practices, in alignment with board mha priorities</p>	<p><b><i>We will see...</i></b> Educators/Support staff engage in mental health promotion, prevention and early intervention practices in their school</p> <p><b><i>We will hear...</i></b> Educators/Support staff requests for additional or extended learning &amp; opportunities for school mental health practices, in alignment with scope and practice</p>	<p><b><i>We will see...</i></b> Improved student attendance, increased sense of well-being and prosocial behaviour</p> <p><b><i>We will hear...</i></b> Educators identify practices across the tiers</p>	<p><b><i>We will see...</i></b> Effective and timely use of service pathway in all schools, aligned with student needs</p> <p><b><i>We will hear...</i></b> Student support strategies &amp; objectives aligned with tiers</p>	<p><b><i>We will see...</i></b> Student and parents serving as partners in mental health promotion, prevention and intervention activities</p> <p><b><i>We will hear...</i></b> Parent and student provide feedback to guide direction for our mental health work</p>

	<p><b>Our product...</b>  Media posts aligned to board mental health priorities, SMHO content visible in schools, activities that reflect mental health &amp; well-being promotion  % of MH Lit in Action course completion  # of Leading Mentally Healthy Schools (LMHS) sessions attended  LMHS reflection (pre-post)  Participation in board advisory team  MYSP &amp; Student Achievement Plans identified mental health commitments</p>	<p><b>Our product...</b>  # of Mental health sessions offered per target audience  Pre-Post measures to gauge confidence in the topic</p>	<p><b>Our product...</b>  Sept and Feb educator reflection survey (mental health resources implementation stage &amp; confidence in the topic)  Attendance data (average % students attending daily)  % of MH Lit 7/8 &amp; MH 10 lessons taught (teachers)  % of social emotional class-wide delivery (Mental Health Team)  Yearly school climate survey trend results for prosocial behaviour and sense of belonging at school</p>	<p><b>Our product....</b>  Attendance referrals  % of Grade 6, 9 and 10 students who report being aware of mental health supports and services  SBMH service use data &amp; external referrals (elementary and secondary)  Yearly school climate survey trend results for prosocial behaviour and sense of belonging at school  Pre/post SBMH session results, student self-reports)  CYW and MHW Clevr reporting trends</p>	<p><b>Our product...</b>  # of mental health parent sessions offered  # of family engagement kits  # student youth wellness initiatives/leadership opportunities  Monthly parent/student vignette aligned to school-home mental health strategies  Yearly school climate survey trend result</p>
--	--	---	--	--	--

**Foundational to our work: Organizational conditions** remain at the core in anchoring our mental health strategic direction and annualized goals. These include **1)** Leadership commitment; **2)** On-going mental health strategy and action plan (clear and focused vision, implementation processes); **3)** Internal and external communication (shared language); **4)** Assessing needs and capacity; **5)** Standard processes and protocols; **6)** Systematic professional learning; **7)** Engagement and collaboration; **8)** Evidence and monitoring

		NCDSB 2024-25 Annual Actions				
Priority Area	Success Indicators- Looks like, sounds like...	Key Activities 2024-25 school year	Target Audience	Resources & Timelines	Measurement & Monitoring	<a href="#">PPM 169</a> (#1-11)
<b>Leadership Commitment &amp; Learning</b>	Structures and processes for sustainable mental health practices in schools and school board (solid foundations) are regarded and used in planning at the school and system level.	<ul style="list-style-type: none"> <li>-Roll out of NCDSB's new Mental Health Policy &amp; accompanying service provision procedures: Document development, information session &amp; implementation support for school administrators.</li> <li>-Learning opportunities with Board Trustees to explore board mental health commitments (1 meeting plus offer opportunities as available)</li> <li>-Center learning for School administrators on Mental Health Literacy course</li> <li>-Continuation of NCDSB Mental Health Advisory Team, feedback loop.</li> </ul>	<ul style="list-style-type: none"> <li>-Principals, Superintendents</li> <li>-Director &amp; Trustees</li> <li>-Principals, Superintendents</li> <li>-NCDSB Mental Health Advisory Team</li> </ul>	<ul style="list-style-type: none"> <li>-Mental Health Policy: Procedure development (posted by Aug 2024, implementation &amp; reviewed through 2024-25)</li> <li>-SMHO Mental Health Governance matters, NCDSB Mental Health video (Fall meeting)</li> <li>-MH Lit-Mental Health in Action for School Administrators &amp; LMHS eBook: (4 sessions-Sept, Oct, Nov, Dec)</li> <li>-MH Advisory Team, three meetings (Fall-full day in person, Winter, 1/2 day virtual, Spring, full day in person)</li> </ul>	<ul style="list-style-type: none"> <li>Media posts aligned to board mental health strategy;</li> <li>% of MH Lit in Action course completion;</li> <li># of Leading Mentally Healthy Schools (LMHS) sessions attended;</li> <li>LMHS reflection tool (pre-post)</li> </ul>	1.3,4,7

<p><b>Mental Health Learning - Enhancing Staff Capacity</b></p>	<p>Educators bridge their knowledge and practice to foster positive student identity, mental health and well-being at school.</p> <p>Educators know why/how/when/where to align student mental health and well-being, across the tiers, within their scope at school.</p>	<ul style="list-style-type: none"> <li>-Mental health focused learning integrated during professional Activity Days.</li> <li>-Grade 7&amp;8 Health &amp; Physical Ed (HPE): Teacher learning &amp; enhanced curriculum support (mental health, vaping, healthy relationships).</li> <li>-New Grade 10 Career Studies (GLC20): Teacher learning &amp; enhanced curriculum support (mental health).</li> <li>-On-going oversight &amp; support for Child &amp; Youth Workers Tier 1 &amp;2 services in schools: Monthly team meetings, new/updated procedures, onsite visits, additional resources (e.g. grief, engagement activities)</li> <li>-Expand Everyday Speech (EDP) resource to FDK teams</li> <li>-Training on Prepare, Prevent, Respond: Suicide Prevention/Life Promotion for Child &amp; Youth Workers, Mental Health Workers, Attendance</li> <li>-Training on emotional validation for Child &amp; Youth Workers, Mental Health Workers, Attendance, Autism &amp; Behaviour Support Team</li> <li>-Single Session implementation support (4 sessions): Community of practice with trainer for Child &amp; Youth Workers, Mental Health Workers, Attendance.</li> <li>-Continuation of implementation support for evidence informed brief interventions (Mental health Workers).</li> <li>-Create &amp; implement on-boarding mental health package for New Teacher Induction Program (NTIP).</li> <li>-Mental health themed planners for teachers (reflections, strategies, resources)</li> </ul>	<ul style="list-style-type: none"> <li>-Principals, Teachers, ECEs, EAs, Child &amp; Youth Workers, Mental Health Workers</li> <li>-Grade 7&amp;8 HPE teachers</li> <li>-Grade 10 GLC20 teachers</li> <li>-CYWs</li> <li>-FDK teams with CYW support (train the trainer model)</li> <li>-CYWs, MHWs, Attendance</li> <li>-CYWs, MHWs, Attendance, ABSS</li> <li>-CYWs, MHWs, Attendance, ABSS</li> <li>-Mental Health Workers</li> <li>-NTIP teachers</li> <li>-Teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Wayfinder, Circle of Support for educators integrated with faith (Aug PA)</li> <li>-MH Lit 7/8 teacher and student books; Vector teacher lessons + Teacher session (Sept PA)</li> <li>-MH Lit GLC20 teacher session (Jan PA)</li> <li>-Mental health team monthly meetings (starting Sept 2024, with a schedule and themes to June 2025); Mental Health Lead onsite visit x 1 per term</li> <li>-10 EDP licenses, one per FDK team/school, roll out with CYW support (Sept 2024)</li> <li>-SMHO prepare, prevent, respond workshop modules, one day/in-person (Sept 2024)</li> <li>-SMHO emotion validation modules, virtual or in-person (Aug PA)</li> <li>-Single Session COP with trainer (4 sessions through 2024-2025)</li> <li>-Aligned with SMHO training calendar (training through 2024-2025)</li> <li>-On-boarding resources, (complete by end of June 2025)</li> <li>-Teacher planners ordered and in hand by end of Sept 2024</li> </ul>	<p># Of Mental health sessions offered per target audience; Pre-Post measures to gauge confidence in the topic</p>	<p>1,3,4,5,7,8,10</p>
---	---	--	---	--	--	-----------------------

<p><b>Mentally Healthy Classroom &amp; School Environments</b></p>	<p>Educators align student mental health and well-being across the AIM tiers of support.</p> <p>Uptake in educator practice using SMHO resources, aligned with curriculum (SEL), across K-12.</p> <p>Opportunities to reach every student, every learning environment with tier one mental health practices.</p>	<p>-Launch Wayfinder &amp; support implementation with a faith integration (K-12) for teachers.</p> <p>-Key ring SEL strategies &amp; supportive conversation starters made available to every school for EAs/classroom, Child &amp; Youth Workers, Resource Teachers, secretaries and principals.</p> <p>-Empathy centered communication scripts made available in all schools (attendance focused).</p> <p>-Support for MH 7/8 Lit implementation: Printed student and teacher materials and targeted communication.</p> <p>-Support MH Lit grade 10 implementations: Printed materials, targeted communication.</p> <p>-Social emotional learning to support tier 1 &amp;2, delivered by Child &amp; Youth Workers: in-class &amp; small groups, and in alignment with school and classroom goals.</p> <p>-Themed mandatory student vector learning in grades 6,7,8 to support caring &amp; safe school communities: Inclusive environments, bullying, vaping, digital citizenship.</p> <p>-Visible communication in all schools promoting welcoming &amp; safe environments: Healthy/welcoming behaviours, conduct, technology use, etc) to support PPM128.</p>	<p>-Teachers</p> <p>-EAs, CYWs, RTs, Secretaries, Principals</p> <p>-School staff as needed</p> <p>-Grade 7&amp;8 HPE teachers</p> <p>-Grade 10 Career Studies teachers</p> <p>-CYWs</p> <p>-Grade 6-8 teachers</p> <p>-All staff and students</p>	<p>-Aug PA roll out with implementation through 2024-25</p> <p>-Resources printed in summer 2024, in schools by end of Sept 2024</p> <p>-MH Lit 7/8 Session with teachers on Sept PA day</p> <p>-MH Lit 10 materials ready in Brightspace; Session with teachers on Jan PA day</p> <p>-Everyday Speech licences (13 cyw licenses/one per school); Mental Health Lead onsite visit x1/school per term.</p> <p>-Student Vector Healthy Relationships, Personal Safety, Substance Misuse Prevention programming</p> <p>-Welcoming &amp; safe environments materials in schools (through 2024-25 school year)</p>	<p>Sept and Feb educator reflection survey (mental health resources implementation stage &amp; confidence in the topic); Attendance data (average % students attending daily); % of MH Lit 7/8 &amp; MH 10 lessons taught (teachers); % of social emotional class-wide delivery (Mental Health Team); Yearly school climate survey trend results for prosocial behaviour and sense of belonging at school</p>	<p>1,3,7,10</p>
--	--	---	--	---	---	-----------------

<p><b>Internal Services &amp; External Partnerships</b></p>	<p>School teams better coordinate mental health, by role and tiers of support, for at risk students, to address student emotional, social, and behavioural re-engagement.</p> <p>SBMH provide effective and targeted services.</p>	<p>-Align mental health service provisions for Child &amp; Youth Workers, Mental Health Workers to new/updated processes and procedures of Mental Health policy.</p> <p>-Visible promotion of service pathways to, through, from care in each school (bulletin boards), and explicitly taught in targeted grades by the mental health team (grades 4-10).</p> <p>-Right Time, Right Care (RTRC): Identify implementation and monitoring goals with lead agency for Child Youth Mental Health (NEOFACS) and share progress with Moving on Mental Health (MOHM) stakeholders.</p> <p>-RTRC: Share with NCDSB internal stakeholders and committees (Mental Health Advisory Team, Indigenous Education/IEAC, Special Education Advisory Committee/SEAC).</p> <p>-Explore data collection options to support measurement-based care in mental health service provisions.</p> <p>-Revise NCDSB Life Promotion/Suicide Risk Management protocol and procedures to reflect supports across the tiers: Awareness, prevention, intervention/pathways, postvention; Create training video.</p> <p>-Collaboration and joint communication with key partners for mental health week shared themes and planned activities.</p>	<p>-CYWs, MHWs</p> <p>-CYWs</p> <p>-Community groups</p> <p>-MH Advisory, IEAC, SEAC</p> <p>-CYWs, MHWs</p> <p>-All staff</p> <p>-Northeast Mental Health Week Committee (NEMHW)</p>	<p>-Develop procedures by Aug 2024; Review with Mental Health team (Sept), School Admin (Oct)</p> <p>-Bulletin boards (materials) and student learning session completed by Nov 2024</p> <p>-Initiate RTRC working group at MOMH fall meeting, exact timeline for work TDB with stakeholders</p> <p>-Share RTRC: One meeting per internal committee (3 meetings), complete between Jan-May 2024</p> <p>-Clevr and IT meetings (summer 2024), SMHO Measurement Care meetings (TDB)</p> <p>-Summer 2024 (SMHO material), Training video roll out via Principals at a staff meeting (by end of term 1)</p> <p>-Jan-May 2024</p>	<p>Attendance referrals;</p> <p>% of Grade 6, 9 and 10 students who report being aware of mental health supports and services;</p> <p>SBMH service use data &amp; external referrals;</p> <p>Yearly school climate survey trend results for prosocial behaviour and sense of belonging at school;</p> <p>Pre/post SBMH session results;</p> <p>CYW and MHW Clevr reporting trends</p>	<p>1,2,3,4,5,6,8,10,11</p>
---	--	--	--	--	---	----------------------------

<p><b>Parent &amp; Student Engagement</b></p>	<p>Enhanced mental health learning amongst students and parents (mental health promotion, early identification, help seeking).</p> <p>Visible student leadership for student mental health &amp; well-being in schools.</p> <p>Aligned parent messaging (board to schools) for mental health approach in schools.</p> <p>Students gain skills towards their social-emotional development.</p>	<p>-Start Well initiative, first 5 days of school: Five intentional opportunities for students to practice SEL skills and build up positive class community.</p> <p>-New NCDSB mental health video shared broadly with our school communities: Website, Facebook pages, parent council, PA day sessions, NTIP, school and board staff meetings.</p> <p>-Mental health themed social media messages prepared for school FB teams (pathways to, through, from care, MH7/8, MH grade 10, mental health week).</p> <p>-Parent/Caregiver mental health literacy through 1) Learning sessions: One session aligned with mental health week themes (five ways to well-being) and one session on vaping awareness, and 2) Mental health resources: MH7/8 lit and GLC20 parent communication sent home with reports cards.</p> <p>-Family well-being kits/draws made available for March break: SMHO resources, family activities (e.g., cards, games, etc.).</p> <p>-Youth wellness initiatives/YWI at secondary and elementary levels: One youth led activity for mental health promotion supported by Child &amp; Youth Workers and Mental Health Workers.</p> <p>-Five Ways to Well-being activities promoted through mental health team and/or youth wellness initiatives (1 activity per school).</p>	<p>-Students</p> <p>-All schools/community</p> <p>-All schools/community</p> <p>-Parent/caregiver community</p> <p>-Parent/caregiver community, students</p> <p>-Students</p> <p>-Students</p>	<p>-SMHO Start Well materials and Facebook resources (Sept 2024)</p> <p>-NCDSB video/final product with communication materials prepared for schools (ready for Sept 2024)</p> <p>-SMHO parent engagement toolkit resources, MH 7/8 and MH 10 resources for report cards (through 2024-25)</p> <p>-Two themed sessions (TBD). Initiatives targeted for (Jan-May 2025)</p> <p>-March break kits prepared with wellbeing/engagement materials and resources (Marcy 2025)</p> <p>-Financial resource allocated to school YWI, promotion presentation and criteria, minimum 1 youth-led activity (through 2024-25)</p>	<p># Of mental health parent sessions offered;</p> <p># of family engagement kits;</p> <p># mental health youth wellness initiatives/leadership opportunities;</p> <p>Monthly parent/student vignette aligned to school-home mental health strategies;</p> <p>Yearly school climate survey trend result</p>	<p>1,3,5,9</p>
---	---	--	--	--	---	----------------



Northeastern Catholic District School Board's **2022-25 Strategic Priorities** and **2024-25 Annual Actions** aim to enhance our system's shared understanding and capacity to support student mental health and well-being. Our implementation plan is built upon engaging our system stakeholders in intentional and explicit actions to help move our strategy forward. We acknowledge and are grateful for the guidance, resources and support received through our provincial support team, [School Mental Health Ontario \(SMHO\)](#), a partner with the Ministry of Education.

*Kim McEntee*

---

Kim McEntee  
Mental Health Lead

*Jennifer Dunkley*

---

Jennifer Dunkley  
Superintendent of Education

*Jennifer Dunkley*  
for Tricia Weltz

---

Tricia Stefanic-Weltz  
Director of Education