

# 2022-23



## Grand Erie Mental Health Strategy

ANNUAL UPDATE



Learn

Lead

Inspire



## Priority:

We build a culture of belonging to support an equitable, inclusive, and responsive environment for 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.

### 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.

**122**  
staff enrolled in  
Mental Health  
Literacy courses for  
educators

### Progress

#### What did we achieve?

- **122** staff enrolled in Mental Health Literacy courses for educators.
- Senior Team members completed the Mental Health Literacy training for System Leaders.

- **34** schools established Wellness Champions working with school-based Child and Youth Workers (CYWs) to promote positive Mental health and well-being through “The 5 Ways To Well-Being” framework.

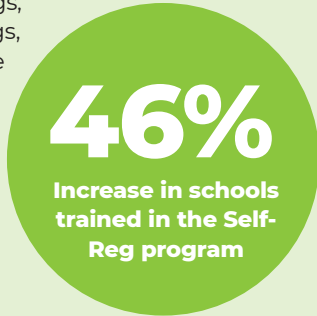
**34**  
schools established  
Wellness  
Champions



## Strategies in Action

How will we achieve these goals?

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.

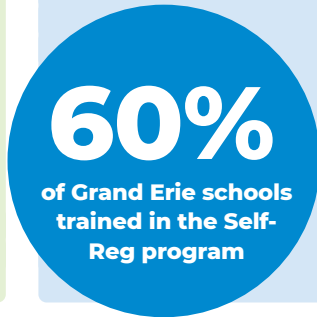
Increase the number of schools using the Shanker Self-Regulation framework.

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

## Success Criteria

How will we know we are successful?

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.



## Progress

What did we achieve?

- Administrator conference was focused on Mental Health and Well-Being. Indigenous ways of knowing through a restorative circle that were conducted by members of Grand Erie's Indigenous Education Team counselors.
- Administrators were in-serviced on the Mental Health Strategy.
- Secondary Student Success Team training.
- 60** Secondary Student Success teachers and Teacher Consultants received in-service on the Guide to Supporting Students with Anxiety and Secondary Student Mental Health Literacy Modules from SMHO.

- The Social Justice series, focused on inclusion, equity, well-being, belonging and mental health, was presented to **500** students.

- Administrators were in-serviced on Shanker Self-Reg school program.
- Schools trained in the Self-Reg program increased from **24** to **35** (**46%** increase; **60%** of schools now trained).

- Social Emotional Learning chart of grade-appropriate resources was produced and distributed to administrators.



## 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.

**97**  
new Instagram  
followers from  
inaugural Wellness  
Out Loud  
Event

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.

**154**  
students trained in  
self-regulation and  
conflict resolution  
program

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

**132%**  
increase in educators  
accessing online  
resources since  
2021-22

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

## Progress

### What did we achieve?

■ **154** intermediate students were trained through the self-regulation and conflict resolution recess program.

- Launched an inaugural Mental Health Instagram account at the Wellness Out Loud Event resulting in **97** followers.
- Elementary and Secondary Understanding and Supporting Avoidant Behaviours presentations for parents were provided online.
- Provided **5** online and in-person information sessions with expert presenters regarding substance abuse/addiction prevention and support strategies for parents/caregivers of students with community partners.

■ Educators accessed online resources **1190** times in 2022-23, an increase of **132%** from the previous year.



## Priority:

We build a culture of belonging to support an equitable, inclusive, and responsive environment for 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?

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



### 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.



### Progress

What did we achieve?

- Child and Youth Workers supported **242** elementary team meetings and **91** secondary team meetings.
- Social Workers supported **176** elementary team meetings and **171** secondary team meetings.
- Suicide Prevention Protocol consultations were held with **120** administrators to inform administrators of recent changes to the model of support, and to gather their feedback.





## Strategies in Action

### How will we achieve these goals?

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.

**10**

Focus schools identified and supported by Brant Public Health Unit

**63%**

reported that strategies would help them to tend to their own mental health

**60%**

reported that strategies would help them to tend to their own well-being

## Success Criteria

### How will we know we are successful?

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.

## Progress

### What did we achieve?

- **10** Focus Schools were identified and supported by the Brant Public Health Unit. In some schools, Brant PHU Nurses and school CYWs ran Stress Less Clubs.
- Wellness Out Loud event involved **106** students and **48** staff from **14** high schools. The event also included **5** Community Groups/Services, including Reach, Woodview, St. Leonards, Six Nations Mental Health Services, and Edge Imaging.
- **74%** of participants indicated workshop was useful or very useful.
- **63%** reported that their knowledge of strategies that will help them to tend to their own mental health increased somewhat or increased a lot.
- **60%** reported that their confidence in tending to their own mental health increased somewhat or increased a lot.
- **68%** reported that their motivation to find ways to tend to their own mental health increased somewhat or increased a lot.
- Participants reporting that their Understanding of Mental Health and Well-being was very good went from **10%** before the event to **40%** after the event.
- **60%** indicated their knowledge of strategies that would help with their own well-being increased somewhat or a lot.



## Priority:

We build a culture of belonging to support an equitable, inclusive, and responsive environment for 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?

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

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

**122**  
staff enrolled in  
Mental Health  
Literacy courses for  
educators

### 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 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.

**100%**  
Senior Team members  
completed Mental  
Health Literacy  
training

### Progress

#### What did we achieve?

- 122 staff enrolled in Mental Health Literacy courses for educators.
- Senior Team members completed the Mental Health Literacy training for System Leaders.

- Grand Erie's Suicide Risk Protocol was updated, based on the following:
- School Mental Health Ontario Prepare; Prevent; Respond: Suicide Prevention/Life Promotion Literacy for School Staff .
  - Ontario Youth Suicide Prevention Life Promotion Collaborative's "School-based suicide preventive life promotion initiatives."





## Priority:

We build a culture of belonging to support an equitable, inclusive, and responsive environment for each learner.

## Goal #4:

Develop common messaging and resources with Indigenous Education, K-12 Program, 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.

### 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.

### Progress

#### What did we achieve?

- Indigenous Wellness workshop was presented at the Wellness Out Loud event.
- Decision Support Tool draft document, including an equity-focused addendum, was created.



## Strategies in Action

How will we achieve these goals?

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

Approximately  
**150**  
system staff from over 10 departments trained in 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?

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 (UDL).

**5**  
UDL coaches in Specialized Services assigned to support schools in 2023-24

## Progress

What did we achieve?

- Approximately **150** system staff from Specialized Services, Safe and Inclusive Schools, Indigenous Education, and K-12 Program trained in the Impact Cycle Coaching model. Roles represented included the following:
  - Principal Leaders
  - Manager of Mental Health
  - Teacher Consultants and Coordinators
  - Instructional Coaches
  - Itinerant Teachers
  - Lead Educational Assistants
  - Board Certified Behaviour Analysts
  - CYWs
  - Speech and Language Pathologists
  - Psychological Associates

- Five UDL coaches in Specialized Services were assigned to support schools in 2023-24.



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