

## Annual Action Plans at the System Level

Department/Portfolio: Student Mental Health & Well-Being				
Senior Staff Lead(s): Jenny Smith				
<p>Growth Targets:</p> <p>#1 To strengthen foundational conditions for building educator and student capacity for identity affirming mental health literacy, stigma reduction and mental health promotion in the classroom and school community.</p> <p>#2 To establish grade and age appropriate leadership opportunities addressing the skill areas that are most important as identified by students.</p> <p>#3 To create a circle of support through connection and communication to develop a community of care.</p> <p>#4 To develop clear pathways to support students presenting with emerging and escalating mental health needs.</p>				
Areas of Focus	Responsibility Centre(s)	Timelines	Resources Required	Notes
<p>#1 Educator &amp; Student Capacity Building (Tier 1)</p> <ul style="list-style-type: none"> <li>• District approval and awareness of the multi year strategic plan for student mental health and well-being</li> <li>• Develop a clearly articulated vision statement for student mental health informed by engagement with stakeholder groups</li> </ul>	<p>Mental Health Leadership Team/ MHLeader</p> <p>Principal of Tiered Supports &amp; Mental Health &amp; Itinerant</p>	<p>Sept 2023 – June 2024</p>	<ul style="list-style-type: none"> <li>• SMHO resources and board identified resources</li> <li>• Time to hold stakeholder engagement groups; release for specific groups</li> <li>• Release for educator advisory group</li> </ul>	

<ul style="list-style-type: none"> <li>• Develop educator and student advisory groups to inform planning for systematic and sustainable use of resources (SMHO and board identified) to support educator and student capacity building</li> <li>• Train staff in CPS practices</li> <li>• Train staff (admin &amp; SSCs) in Restorative Practices</li> <li>• Identify sustainable processes to track and monitor delivery of initiatives, training, protocols, and core resources across the District (SafeTALK, ASIST, CPS, Restorative Practice, etc)</li> </ul>	<p>School Support Counsellors</p>		<ul style="list-style-type: none"> <li>• Release for specific training for different employee groups</li> <li>• CPS training costs with Lives In the Balance</li> <li>• Restorative Practices training costs with IIRP</li> </ul>	
<p>#2 Student leadership, participation and agency (Tier 1)</p> <ul style="list-style-type: none"> <li>• To support educators to implement gr 7 and 8 mental health modules</li> <li>• To identify a core set of resources to support students with developing strategies to identify and cope with stress and emotions</li> <li>• Explore strategies to ensure access to equity based and culturally responsive affirming practices.</li> </ul>	<p>Gr. 7/8 implementation team</p> <p>Mental Health Lead &amp; Principal of Tiered Support and Mental Health</p>	<p>Sept 2023 – June 2024</p>	<ul style="list-style-type: none"> <li>• SMHO mental health resources</li> <li>• Release time educators and student/educator advisory groups</li> <li>• Leadership Team Meetings</li> </ul>	
<p>#3 Parent engagement (Tier 1)</p> <ul style="list-style-type: none"> <li>• To build and strengthen supportive relationships with families to foster a</li> </ul>	<p>Mental Health Leadership team</p>		<ul style="list-style-type: none"> <li>• Parent newsletters shared with parents/guardians</li> </ul>	

<p>collaborative approach for supporting students to reduce the stigma related to mental health or seeking support/asking for help.</p> <ul style="list-style-type: none"> <li>• Build awareness of partnerships with community resources to help families navigate the system and access a variety of supports</li> <li>• Identify strategies to reduce barriers and increase equitable access for participating in school activities with sensitivity to families affected by financial hardship</li> </ul>	<p>Gr 7/8 Health Teachers</p>	<p>Sept 2023 – June 2024</p>	<p>before, during and after Gr 7/8 modules are delivered</p>	
<p>#4 Early Intervention &amp; Clear Pathways to Care (Tier 2 and 3)</p> <ul style="list-style-type: none"> <li>• Establish/refine/strengthen school mental health teams</li> <li>• Support use of our newly developed <i>Reaching Every Learner-Planning for Safe &amp; Supportive Schools</i> framework to support students presenting with high impact dysregulation and/or mental health needs.</li> <li>• Continue to leverage the SSC skills in CPS, Restorative Practices, and using the observational tools to support students presenting with high impact dysregulation</li> </ul>	<p>Mental health leadership team</p> <p>Principal of Tiered Supports &amp; Mental Health &amp; Itinerant School Support Counsellors</p>	<p>Sept 2023 – June 2024</p>	<ul style="list-style-type: none"> <li>• Release Time for Training/School Team Meetings</li> <li>• Purchase Student Anxiety Workbooks</li> </ul>	

<ul style="list-style-type: none"> <li>• Develop clear pathways for tier 3 intensive mental health supports, website refresh, and update suicide risk protocol</li> <li>• Train 15 staff in ASIST and 45 staff in SafeTALK</li> <li>• Implement Fall and Winter student anxiety groups</li> </ul>	<p>MHLead, SBSW, SSC, Principal Tiered Supports/MH</p> <p>ASIST/ SafeTALK trainers</p> <p>SBSW &amp; Identified SSCs</p>			
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Note: The essential elements of each AAP will be incorporated into the 'Work Plan for Staff for 2023-2024 School Year' and the report for each AAP will be integrated into the 'Board Work Plan for 2023-2024 School Year'. The work plans will be reviewed with the Board of Trustees in September, January/February and June.

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The following considerations are offered in the context of the development and/or implementation of the Annual Action Plans:

- growth targets are to be as specific, measurable and aspirational as realistically feasible, and linked to a strategic priority(ies);
- areas of focus may include activities, events, tasks, initiatives and/or projects to be accomplished, as well as professional learning sessions for stakeholders of the system;
- responsibility centres may include members of the senior staff, as well as school-based and/or centrally-assigned staff;
- timelines may include reference to the short-term (one year) or long-term (two-to-four years);
- resources required (human/material/fiscal) are to include any budgetary considerations for the current school year (such as funding for release time of staff in order to conduct professional learning sessions); and,
- other notes for consideration may include a link to key framework(s) and or approach(es) established for the system.

The schedule (tentative) for reporting purposes\* for the 'Board Work Plan for 2023-2024 School Year' is as follows:

- Strategic Communications and Community/Public Relations Plan –
- Information and Communication Technologies Plan
- Action Plan for Mental Health & Wellness – October 2023
- Equity & Anti-Racism Action Plan –
- Annual Budgetary Process –
- Indigenous Education Action Plan –
- School Effectiveness & Student Success Action Plan (including Special Education Plan\*\*\*)

- Leadership Development and Mentorship Plan

\* In the context of the District's governance structure, the vast majority of the reports regarding AAPs will be forthcoming through Committees and then to the Board Meeting for approval.

\*\* The 'website refresh' will be included as an agenda item for September

\*\*\* A decision will need to be made as to whether (or not) the Special Education Plan should come separate from the action plan as noted.