

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 & Student Capacity Building (Tier 1)</p> <ul style="list-style-type: none"> Finalize renewed vision & Identify/develop core set of annual mechanisms (ie. video, website, activities at schools, parent sessions) to be maintained as part of sustainably increasing awareness of and engagement in the shared vision for 	<p>Mental Health Leadership Team/ MHLeader</p> <p>Principal of Tiered Supports & Safe Schools & Itinerant</p>	<p>Sept 2024– June 2025</p>	<ul style="list-style-type: none"> SMHO resources and board identified resources Release for educator advisory group Release for specific training for different employee groups 	

<p>student mental health at the board and school level.</p> <ul style="list-style-type: none"> • To expand educator and student advisory groups to build capacity using classroom/school resources through pilot initiatives for grade specific learning • Support Principals, Vice Principals with mental health literacy using Leading Mentally Healthy Schools 2.0, and MH Lit resources (SMHO) • Identify sustainable processes to track and monitor delivery of initiatives, training, protocols, and core resources across the District (SafeTALK, ASIST, CPS, Restorative Practice, etc) • Train staff in CPS practices • Train staff (admin & SSCs) in Restorative Practices, and community of practice sessions for Tier 1. 	<p>School Support Counsellors</p> <p>Student, Educator and Parent Advisory groups</p>		<ul style="list-style-type: none"> • time at senior admin meetings, and Principal meetings • CPS training costs with Lives In the Balance 	
<p>#2 Student leadership, participation and agency (Tier 1)</p> <ul style="list-style-type: none"> • To support educators to implement gr. 10 careers mental health modules • To support gr 9 PHE educators to implement MH Lit in Action 4 module series 	<p>Gr. 10 implementation team</p>	<p>Sept 2024 – June 2025</p>	<ul style="list-style-type: none"> • SMHO mental health resources • Release time educators and student/educator advisory groups • Leadership Team Meetings 	

<ul style="list-style-type: none"> • Work with student advisory groups to identify a core set of resources to increase how we support students with developing and practicing strategies to identify and cope with stress and emotions • Explore and introduce strategies to ensure access to equity based and culturally responsive affirming practices. 	<p>Secondary Educator Advisory group</p> <p>Mental Health Lead & Principal of Tiered Support and Safe Schools, Equity and Indigenous Leads</p>			
<p>#3 Parent engagement (Tier 1)</p> <ul style="list-style-type: none"> • Increase capacity for welcoming spaces that strengthen supportive relationships with families and foster a collaborative approach for supporting students to reduce the stigma related to mental health or seeking support/asking for help • In discussion with the Parent Involvement Committee, develop a parent advisory group. • Promote awareness of, and partnerships with the community to support parents and students with navigate and access services. 	<p>Mental Health Leadership team</p>	<p>Sept 2024– June 2025</p>	<ul style="list-style-type: none"> • Parent newsletters shared with parents/guardians before, during and after Gr 9 and Gr 10 modules are delivered 	

<ul style="list-style-type: none"> Identify and implement strategies to reduce barriers and increase equitable access for participating in school activities with sensitivity to families affected by financial hardship 				
<p>#4 Early Intervention & Clear Pathways to Care (Tier 2 and 3)</p> <ul style="list-style-type: none"> Support school team capacity and consistent use of Reaching Every Learner - Planning for Safe and Supportive Schools framework to support tiered approach for student mental health and well-being, and being responsive to students presenting with emerging and escalating mental health needs Increase awareness of pathways for tier 3 intensive mental health supports, and website development. Joint local planning with community based child and youth mental health providers to implement Right Time, Right Care, in collaboration with the lead agency for child and youth mental health and implementation coaches. Engage and meet with Indigenous Education Team and relevant community agencies to review suicide prevention, intervention and postvention protocols, and access to identity affirming services. 	<p>Mental health leadership team</p> <p>Principal of Tiered Supports & Safe Schools & Itinerant School Support Counsellors</p> <p>MHLead, SBSW, SSC, Principal Tiered Supports/ Safe Schools</p>	<p>Sept 2024– June 2025</p>	<ul style="list-style-type: none"> Release Time for Training/School Team Meetings 	

<ul style="list-style-type: none"> • Continue to leverage the SSC skills in CPS, Restorative Practices, and using the observational tools to support students presenting with high impact dysregulation • Train 15 staff in ASIST and 45 staff in SafeTALK • Implement Fall and Winter student mental health therapeutic groups 	ASIST/ SafeTALK trainers SBSW & Identified SSCs			
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Note: The essential elements of each AAP will be incorporated into the ‘Work Plan for Staff for 2024-2025 School Year’ and the report for each AAP will be integrated into the ‘Board Work Plan for 2024-2025 School Year’. The work plans will be reviewed with the Board of Trustees in September, January/February and June.

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 2024-2025 School Year' is as follows: (Dates TBD and updated)

- Strategic Communications and Community/Public Relations Plan –
- Information and Communication Technologies Plan -
- Action Plan for Mental Health & Wellness –
- 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.