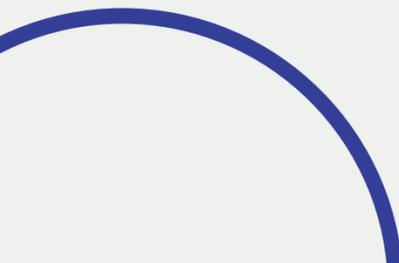
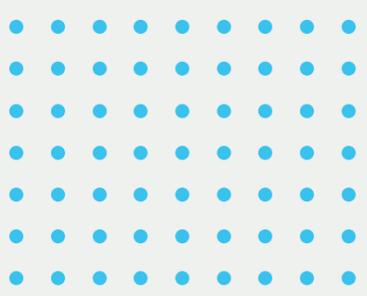


2024-2027

Superior-Greenstone District
School Board

Mental Health Strategy

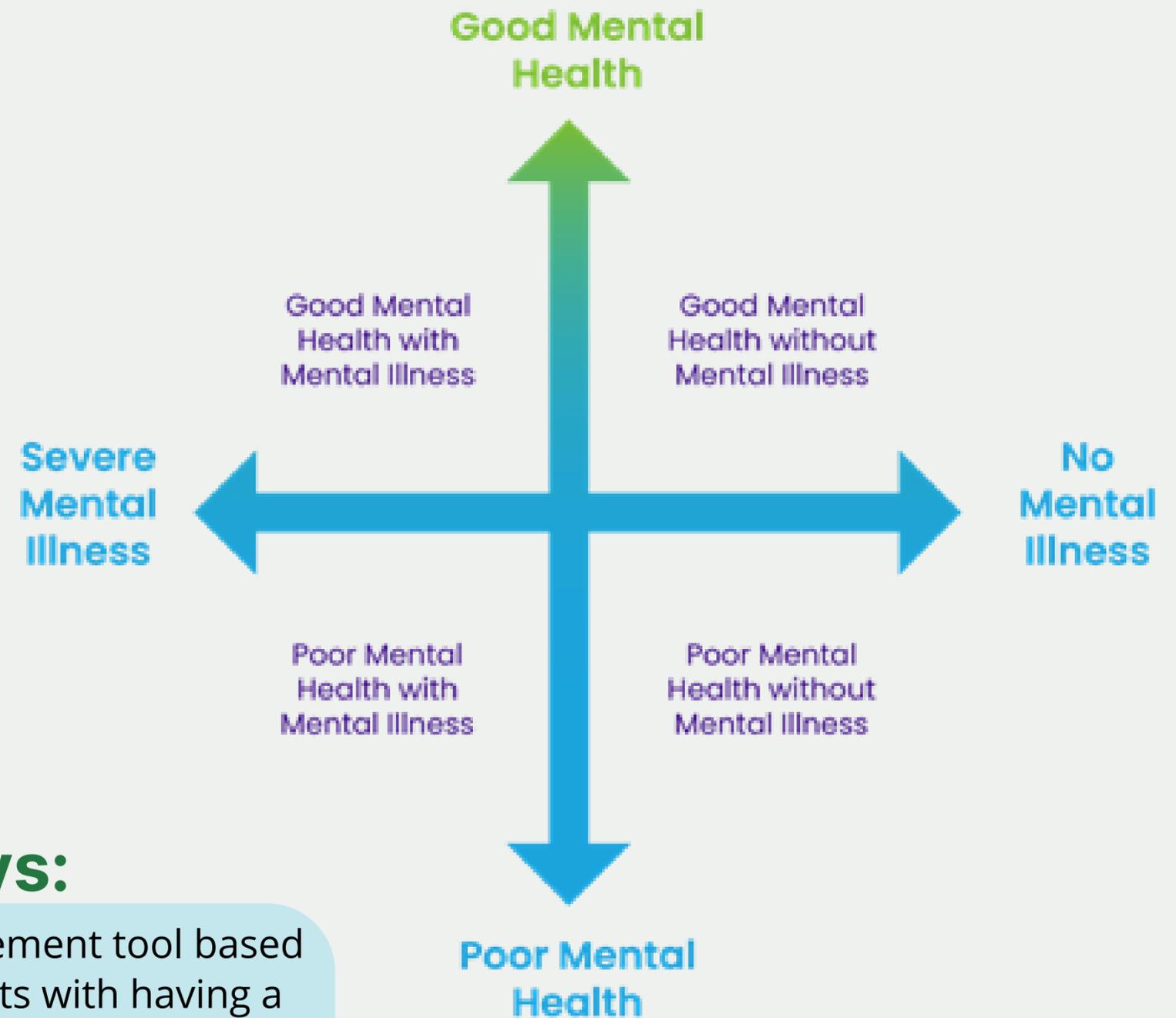


Mental Health and Mental Illness

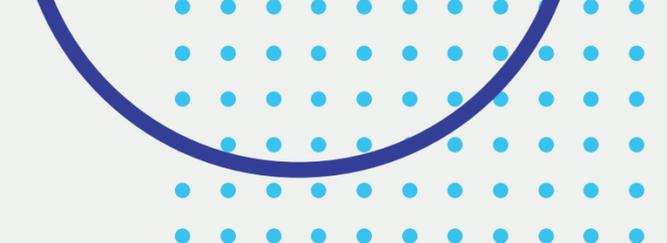
Everyone has mental health. Although everyone's understanding of it might change according to their cultural background, it might be helpful to think about mental health as a range or spectrum. On one end is good mental health. On the other, is poor mental health. We all move along this continuum, and all of us struggle with poor mental health at times, depending on what's happening in our lives and other factors. Not everyone has a mental illness. Mental illness, like mental health can fluctuate. On one end of the mental illness continuum is no diagnosable mental illness (minimal or no symptoms). On the other end is severe mental illness. Because of this, mental health and mental illness are actually two separate, but intersecting ideas. It's a dual continuum that we all move along.

Treatment Pathways:

A pathway of care is a multidisciplinary management tool based on evidence-based practice to support students with having a clear understanding of services and supports and ways to access help. It is supporting all students, staff and the community with a predictable consistent path of accessing mental health support in the community and the different role of professionals involved in the student's care are defined, optimized and sequenced



-School Mental Health Ontario (SMHO)



Culturally Relevant Practice:

A culturally relevant practice in mental health relies on staff having local, intergenerational knowledge of the cultures in which they serve, it includes practicing customs, acknowledging ancestral history and heritage, traditional practices, and relationship structures that function as key elements which provide comfort, trust, and healing for the individual and the broader community. It involved using this knowledge in the work we do every day.

Evidence Based Practice:

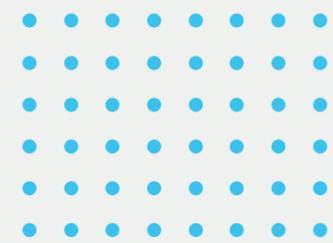
A process where we review, analyze, and translate the latest scientific evidence to guide the treatment we provide and guide the way in which we support learning skills. The goal of EBP is incorporate the best available research, along with clinical experience and patient preference, into clinical practice, so staff can make informed patient-care decisions and provide the best service and care to students.

Trauma informed:

An approach in the human service field, health, education and mental health that assumes that an individual has the potential of having experienced a history of trauma. Trauma-Informed Care recognizes the presence of trauma symptoms and acknowledges the role trauma may play in an individual's life. This approach utilized specific approaches, techniques and skills to support all individuals weather impacted by trauma or not.

Mental Health Literacy:

Mental health literacy includes the ability to symptoms of mental health issues; knowing how to seek mental health information; knowledge of risk factors and causes, of self-treatments, and of professional help available; the impact if stigma and attitudes that promote recognition and appropriate help-seeking.



Mental Wellness in Schools

“Good mental health is foundational to achievement. Students who report feeling mentally well, are more ready to learn, feel a stronger sense of belonging at school, and perform better academically. Substance use prevention programs and supports can also help improve student performance, participation, and overall well-being. The well-being of others such as school staff, family, and other students may also have an impact on student mental health and should be acknowledged as an important factor in supporting student mental health and wellness.”

-Ontario Policy Program Memorandum 169

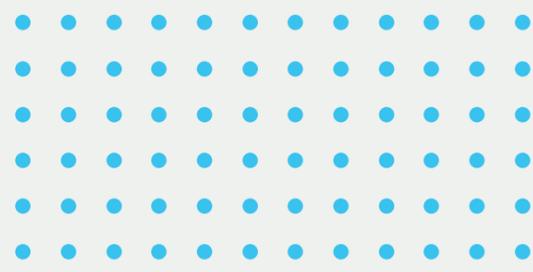


Staff from The Superior-Greenstone District School Board Resource Team



Mission

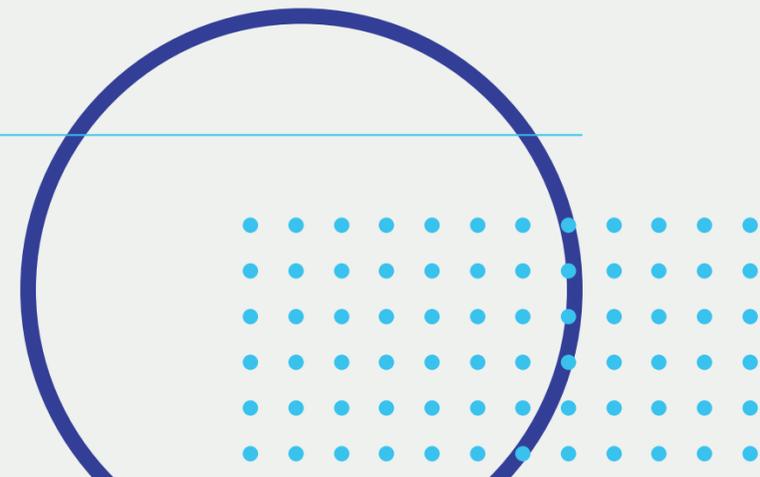
We are committed to a board-wide culture that prioritizes well-being and relentless advocacy to identify student needs and support mental health.



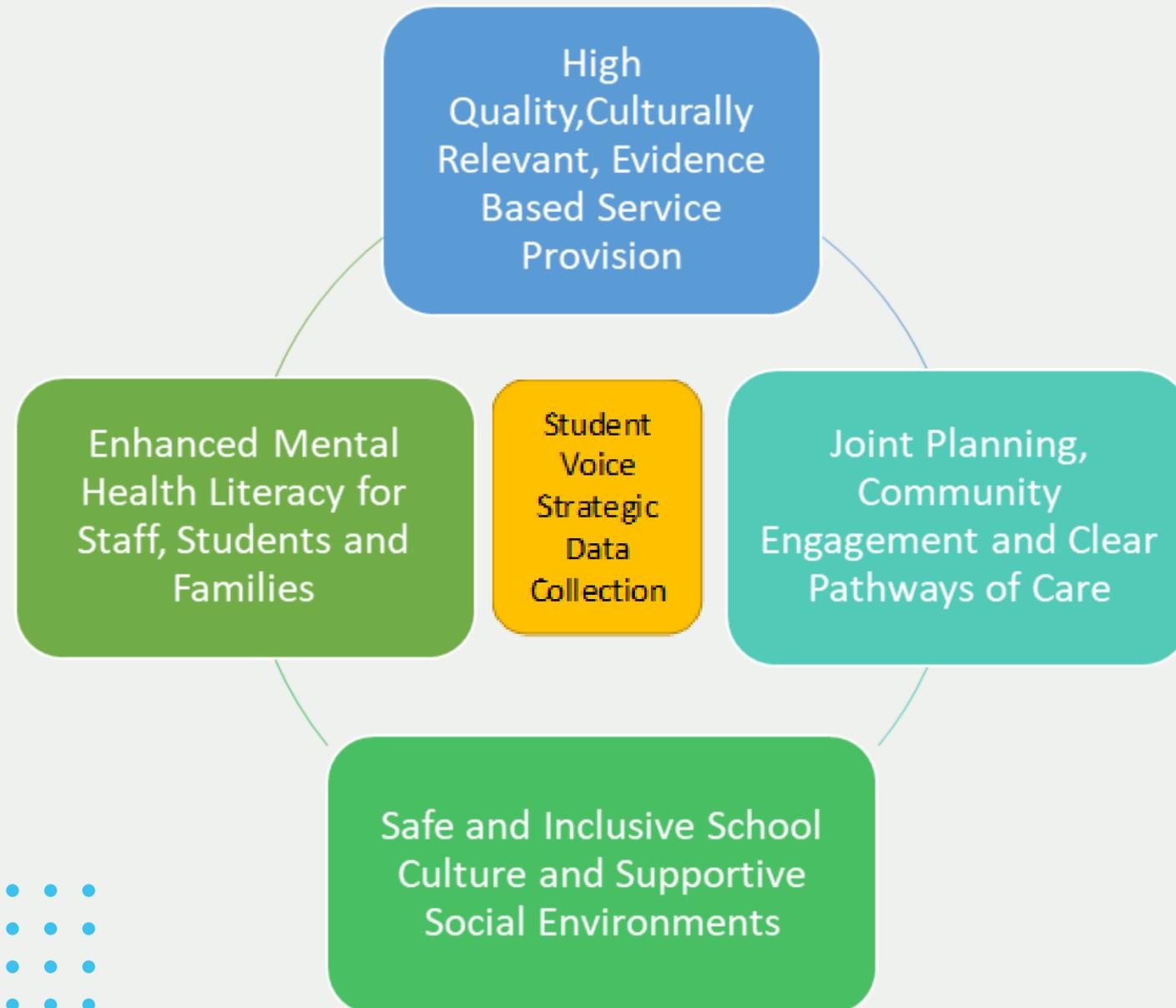
Vision

Students at Superior-Greenstone District School Board have reliable and consistent access to culturally relevant, trauma informed, evidence based mental health information, supports and services – every student in Superior-Greenstone District School Board will:

- Feel supported in their well-being and have access to supports and advocacy
- Know where to seek help when mental health problems arise
- Feel a strong sense of identity, belonging, and hope.
- Acquire positive problem-solving skills and apply productive coping strategies during times of adversity
- Know that well-being is a shared responsibility of our entire system and there is an expectation to build knowledge around mental health literacy
- Know that they are never alone and there is always hope



Student Voice & Strategic Data Collection



- Deliver high quality, culturally relevant, evidence based services
- Utilizing student data and measuring tools to guide service development
- Assess needs to determine impact on students and their families

High Quality, Culturally Relevant, Evidence Based Service Provision

- Ongoing expansion and evaluation of services in the mental health profile
- Developing programming and health promotion initiatives based upon data and regional needs
- Continued commitment to build relationships with First Nation partners so that we are integrating Indigenous ways of knowing into treatment and services
- Ongoing training and professional development for staff to stay engaged in evidence based practice

Joint Planning, Community Engagement and Clear Pathways of Care

- Strengthen our understanding of the diverse communities we serve by engaging in community events and building relationships.
- Continued involvement in mental health committees and local planning tables.
- Enhance our relationships and partnerships with community services through collaborative programming and service delivery.
- A coordinated approach to providing a continuum of service that is aligned and responsive to our core values and the needs of students, parents and community.

Safe and Inclusive School Culture and Supportive Social Environments

- Enhancement of the development, delivery and communication of school-based Bully Prevention Plans
- Prioritizing the awareness of mental health services and supports
- Work at establishing the inherent value of all people and reaching equitable practices in our system
- Ongoing advocacy for the safety and well-being of students
- Promote the development of safe and inclusive environments by fostering a culture that is centered around respectful, well-informed, student-based initiatives that ensure all students feel secure, ultimately enhancing their ability to learn and thrive

Enhance Mental Health Literacy for Staff, Students and Families

- Focus on engaging students, families and communities through meaningful participation in positive mental health promotional activities;
- Consolidating and aligning existing internal and external resources to focus on board priorities in the area of mental health service delivery and capacity building;
- Provide professional development for school staff that focuses on trauma informed practice
- Provide learning opportunities and for educators and resource team staff to deliver social-emotional learning and teach students how to: identify their emotions; set and pursue positive goals; communicate caring and concern for others; initiate and sustain positive relationships; make decisions that demonstrate respect for self and others; and deal with interpersonal concerns and challenges effectively