

Mental Health in MPSD

2020-2021 PLAN

Mental Well-being/Positive Mental Health

- ▶ Involves the capacity to think, feel and act in ways that improve our ability to enjoy life and deal with its challenges.
- ▶ Schools play an important role in supporting students to build the skills and knowledge that contribute to their overall well-being.

Capacity Building

- ▶ There is a resounding consensus among researchers, educators, parents and students that a focus on social emotional learning, mental health literacy and trauma-informed practice is an effective way to promote students' positive mental health.
- ▶ It is important that we have meaningful engagement with Indigenous communities to ensure that mental health promotion efforts are culturally relevant, equitable and safe for all students.

SEL, MHL, TIP

- ▶ SOCIAL EMOTIONAL LEARNING is a set of specific skills that help individuals set goals, manage behaviour, build relationships, and process and remember information.
- ▶ MENTAL HEALTH LITERACY is the knowledge and understanding of how to develop and maintain mental well-being; identify risk factors and signs of mental health challenges; access help when needed; and reduce stigma around the topic of mental health.
- ▶ TRAUMA-INFORMED PRACTICE promotes inclusive and compassionate learning environments; understanding coping strategies; supporting independence; and addressing students' need to minimize additional stress or trauma.

A whole child approach

- ▶ recognizes that academic and life success are intertwined with social emotional learning, mental health literacy and trauma-informed practice, three key elements that support a system-wide mental health promotion strategy.

MENTAL HEALTH IN THE CLASSROOM

- ▶ The Core Competencies and Indigenous Knowledge and Perspectives are foundational to the redesigned curriculum and are applied across all grades and subject areas.
- ▶ In addition to these curricular foundations, the Physical and Health Education (PHE) curriculum focuses on well-being and the connections between physical, intellectual, mental, and social health.

Key Actions for Mental Health in Classrooms

We will:

- Work with educators, to strengthen the tools and resources needed to embed mental health and wellbeing into each classroom.
- Work with early learning educators to improve social emotional learning outcomes for children through the Early Learning Framework.
- Develop a common language and understanding of mental health terms to improve mental health literacy and reduce stigma.
- Develop strategies to support educators to address substance use through the curriculum.

Specific Support Staff Positions

- ▶ Counselling staff K- 12
- ▶ Child and Youth in Care Advocate
- ▶ Youth Care Workers
- ▶ Inclusion Strategies Workers
- ▶ Learning Specialist Alternate Teachers (7-12)
- ▶ Inclusive Support Teachers (K – 6)
- ▶ District Principal for Peaceful Schools, Trauma Informed Practice (0.2 FTE)
- ▶ District Resource Counsellor (0.2 FTE)

Prevalence

- ▶ Category R: Students Requiring Behavior Supports or Students with Mental Illness
- ▶ Category H: Students Requiring Intensive Behaviour Intervention or Students with Mental Illness
- ▶ Category R has increased 126% (31 to 70 students with a designation)
- ▶ Category H has increased 38% (79 to 109 students with a designation)

Paths Training

- ▶ Paths training for two counsellors at MSS
- ▶ Students with Cat. H designation will be considered for a Path for transition planning and Capstone
- ▶ Lead: Monica Nguyen and Andi Murray

CTRI – Complex Trauma Resource Institute

- ▶ Mindfulness Training for Counsellors and YCWs (up to 30) 2-day training plus manuals
- ▶ Topics include: The Active Ingredients of Health, Balance, and Regulation, Mindfulness, Embodied Approach to the Mind, Breathing Strategies, Body Awareness, Mindful Movement, Interpersonal Regulation, The impact of the therapeutic Relationship, The role of the wise companion
- ▶ Lead: Dan Thiessen

Ensouling our Schools

- ▶ In an educational milieu in which standards and accountability hold sway, schools can become places of stress, marginalization, and isolation instead of learning communities that nurture a sense of meaning and purpose. In *Ensouling Our Schools*, author Jennifer Katz weaves together methods of creating schools that engender mental, spiritual, and emotional health while developing intellectual thought and critical analysis.
- ▶ Kevin Lamoureux contributes his expertise to this book regarding Indigenous approaches to mental and spiritual health that benefit all students and address the TRC Calls to Action.
- ▶ Lead: Vivian Searwar and Kevin Watrin

Open Parachute

- ▶ Mental Health Curriculum grades 6-12
- ▶ Mental Health Videos – staff
- ▶ Mental Health Videos - parents
- ▶ Dr. Hayley Watson
- ▶ Mental Health Literacy Team: Debbie Kooy, Dan Thiessen, Lori Patteson, Grant Colgate, Linda Dickinson, Camille Anderson, Andi Murray
- ▶ Supplement to the work being explored in teenmentalhealth.org
- ▶ Lead:Carolynn Schmor

Complex Care and Intervention Team

- ▶ 3 additional Elementary schools to begin PEACEful schools training (ESR already has purchased the module) Licenses for 75
- ▶ Beth-Anne could come to one of the collaborative staff meetings and present in a nutshell what the program is about in 1 hr
- ▶ Counselors/Student Services/ILWs 100 licenses Angela M do CTR
- ▶ Workshop focused on mental health of educators (open invitations for 25-30pp) Mindup and how it relates to the brain to tie to PEACEful schools
- ▶ 4 books per school (2 of K-2 and 2 of 3-5)
- ▶ HealACES training for Principals or ISP teachers at schools 4 people
- ▶ Lead: Beth-Anne Cullen

Dr. Ross Green

- ▶ Funds to support 5 people to do training
- ▶ Dr. Ross Greene and Collaborative & Proactive Solutions (CPS)
- ▶ Dr. Greene is a clinical psychologist, and he's been working with children and families for over 30 years. His influential work is widely known throughout the world.
- ▶ Lead: Carolynn Schmor

Mental Health First Aid

- ▶ 60 participants
- ▶ All YCW, ILW and ELL support staff
- ▶ Group 1 – AM of Thursday, January 28, 2021, AM of Friday, January 29, 2021
- ▶ Group 2 – PM of Thursday, January 28, 2021, PM of Friday, January 29, 2021
- ▶ Group 3 - AM of Thursday, February 4, 2021, AM of Friday, February 5, 2021
- ▶ Group 4 – PM of Thursday, February 4, 2021, PM of Friday, February 4, 2021
- ▶ Lead: Vivian Searwar, Carolynn Schmor, Colleen Hannah

Dr. David Worling

- ▶ Addressing social challenges of ASD and supporting social skill development
- ▶ Treating anxiety, depression, OCD and addictive behaviours for children and youth with ASD
- ▶ 3 sixty-minute sessions for Counsellors, YCW, ISP teachers
- ▶ Lead:Carolynn Schmor

Brain Architecture Game

- ▶ The Brain Architecture Game
- ▶ The Brain Architecture Game A game about the powerful role of relationships on early brain development. The Brain Architecture Game is a tabletop game experience that builds understanding of the powerful role of experiences on early brain development – what promotes it, what derails it, with what consequences for society.
- ▶ dev.thebrainarchitecturegame.com
- ▶ Lead: Meg Kruger

Conclusion

- ▶ The promotion of student mental health is our collective responsibility.
- ▶ We know that learning is best rooted in relationships that are built in safe, caring and nurturing environments.
- ▶ We have a school community that supports students if they are struggling.
- ▶ Students know their school is actively committed to helping them develop resilience for supporting their brightest future.
- ▶ Work closely together, so students know they are seen, heard, valued and supported and not alone.