



2022-2025

KENORA CATHOLIC DISTRICT SCHOOL BOARD MENTAL HEALTH STRATEGY

THE RIGHT
SUPPORT AT THE
RIGHT TIME.





OVERVIEW STATEMENT

Mental Health and Well-Being remain at the forefront of the Kenora Catholic District School Board's key priorities. Faith is at the heart of our board's mission and values and is a key component of mental health and well-being.

Kenora Catholic continues to pride itself in our progressive work in mental health supports. As a board, we recognize that we need to use our resources differently and provide more upstream programming. Upstream programming will provide a variety of access to programming that will prevent issues or needs from growing into more serious ones.

We take great pride in our stepped care approach of providing the right support, at the right time by the right person. At the same time, we know educators are key in supporting student mental health and system collaboration is essential in meeting the mental health needs of every student.



MISSION

The Kenora Catholic District School Board is a Roman Catholic School System dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and the Church.

VISION

We envision each of the partners sharing the responsibility for the vision in the Catholic education of our students.

We envision each of our students as:

- a discerning believer;
- the future and the most valuable resource we have;
- an effective communicator;
- a reflective, creative and holistic thinker;
- a self-directed, responsible, lifelong learning;
- a collaborative contributor;
- a caring family member;
- a responsible citizen.





IDENTIFIED PRIORITIES

1 Strong Pathways

Current data through Children's Mental Health Ontario, indicates that families still do not know where to access mental health supports. Building strong internal and external pathways continues to remain a priority at KCDSB. Families and students should not encounter any barriers when accessing mental health supports.

3 Prevention and Early Intervention

Providing upstream programming, including universal programming such as Kids in the Know or Stress Lessons will remain a core service offered through mental health. Educators will be equipped with the skills to notice, support and respond should they become aware of a student who is struggling.

Our School Climate Survey will continue to be used to identify emerging trends and themes to ensure the resources are matching current pressures and demands.

2 Family-Centered Care

Student and family centered approach to care will be at the heart of school based mental health. Students and their caregivers will be seen as the experts in their own lives and will guide mental health services. Student and family voice will be embedded in KCDSB mental health programming to ensure programming is meeting the needs of students and their families.

4 Mentally Healthy Schools and Classrooms

A caring adult is a key protective factor for all our students. Ensuring our classrooms and schools are inclusive, welcoming and provide students with a sense of belonging will continue to remain a focus. Ensuring our educators have the right resources available at the right time to continue to build and sustain mentally healthy schools and classrooms will remain a key priority for KCDSB.

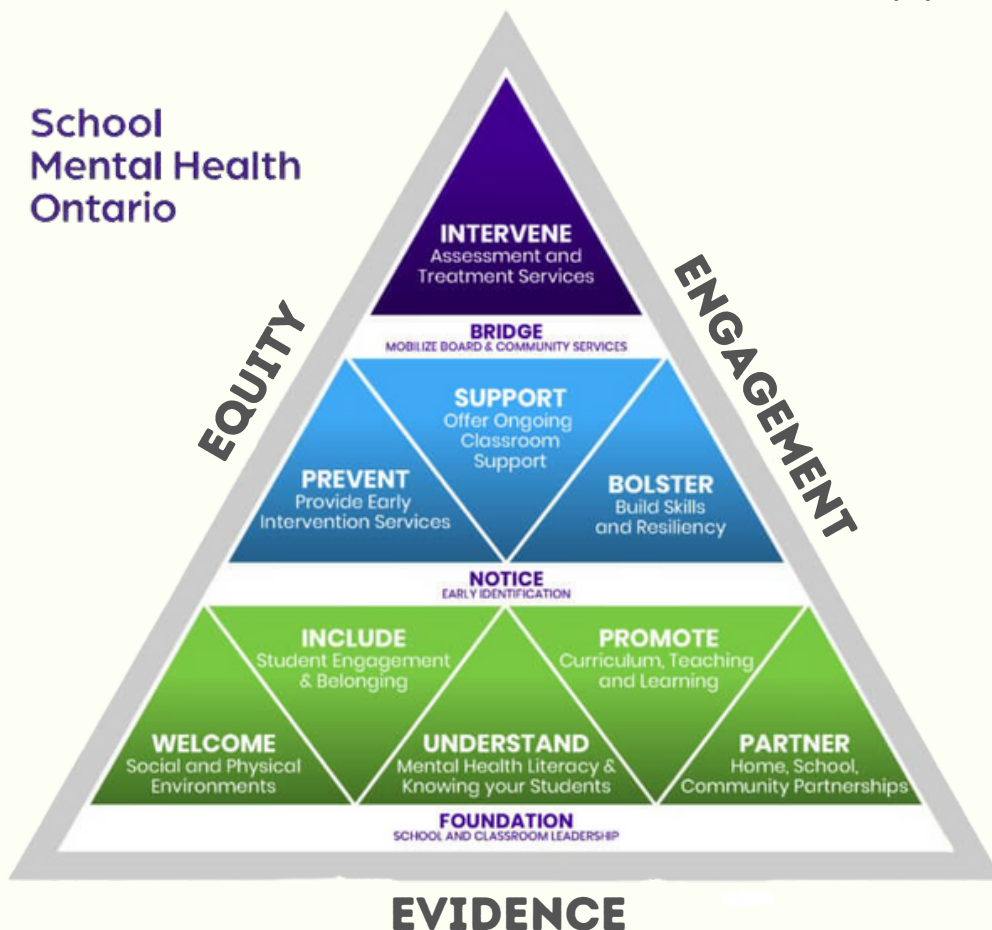
A PARADIGM SHIFT IN MENTAL HEALTH SERVICES

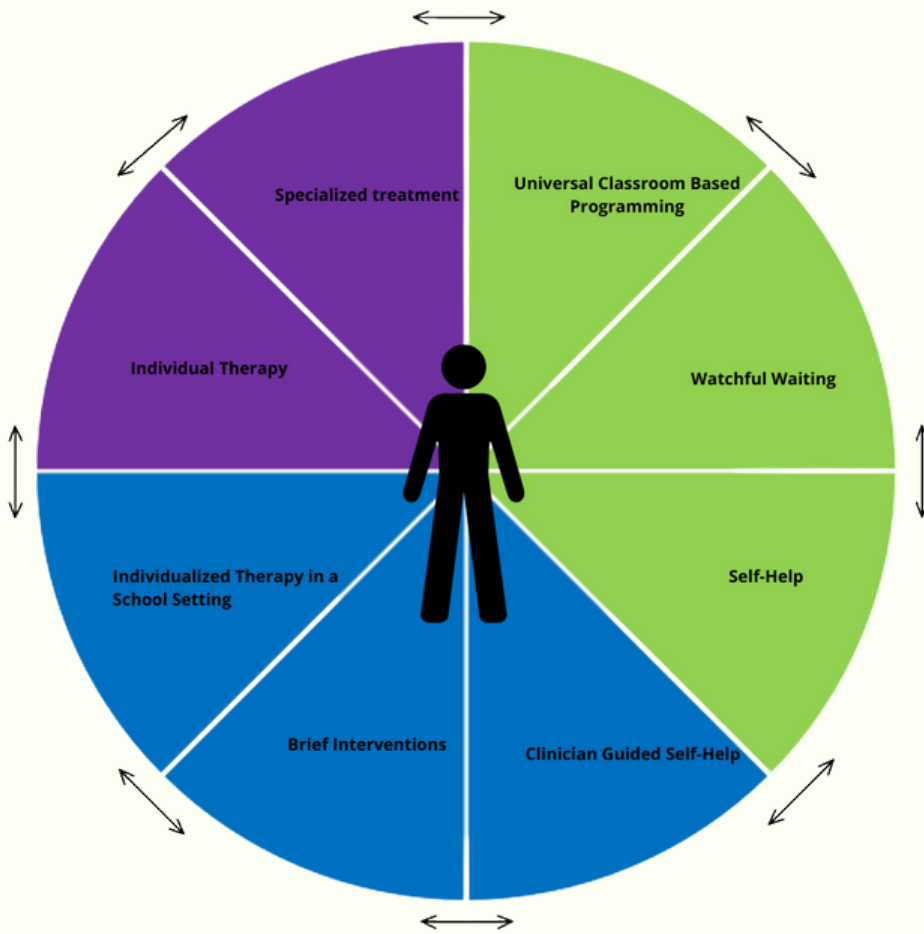
According to Dr. Peter Cornish (2020), a stepped care model matches mental health needs to the appropriate level of care. Utilizing a stepped care approach, ensures immediate access can be facilitated to lower intensity services and least intrusive services based on the initial assessment and what the student and mental health worker agree upon.

Stepped care shifts the focus back to a client centered approach, placing students and their families in the driver seat of their own care, seeing them as the expert in their own lives. Stepped care provides a paradigm shift in which care is more impartially and systematically distributed across the province of Ontario to help reach the right balance of prevention, early intervention and individualized mental health support



School
Mental Health
Ontario





Universal Classroom Based Programming

- SMHO Strategies for educators
- Classroom based programming
- Breakfast programs
- SMHO virtual field trips
- Cultural based programming

Watchful Waiting

- Mental health Literacy - normal distress vs mental illness
- Outcome monitoring and follow-up

Self-Help

- SMHO No Problem Too Big or Too Small
- Jack.org
- Kids Help Phone
- Breathing Room
- Parent Nights
- Books, tip-sheets
- Wellness Together Canada

Clinician Guided Self-Help

- SMHO Brief Digital Interventions
- CMHA Bounce Back (15+)
- Stress management skills
- Kids Help Phone - phone counseling
- Connection with an Elder/Chaplain

Brief Interventions

- Brief Interventions for School Clinicians (BRISC)
- Solution Focused Therapy
- Narrative Therapy
- Evidence Informed Brief Counseling (six or less sessions)
- Chaplin or Elder

Individualized Therapy in a School Setting

- FIRST (John Weisz)
- STRONG
- Culturally Adapted Cognitive Behavioural Therapy
- Evidence Informed face to face counseling
- School Based Interventions regarding Cannabis use
- SMHO Suicide Risk Assessment and Management

Individual Therapy

- Trauma Specific treatment
- Cognitive Behavioural Therapy
- Parenting Support (TRIPLE P)
- Dialect Behavioural Therapy
- Family Centered Work
- SNAP
- Chaplin/Elder


Specialized Treatment

- Psychiatry
- Inpatient Treatment
- Crisis Services



School
Mental Health
Ontario





An already resource depleted sector is at risk of experiencing an unprecedented demand for services. Across the province we are hearing an influx of referrals for mental health services. The stress on families, isolation, lack of protective factors such as school being open, sports being cancelled and the unpredictability of COVID-19 has taken a toll on student mental health.

School systems are uniquely equipped to identify, respond to, and support students who have been impacted by traumatic stress. Schools can support students by creating clear pathways to mental health supports utilizing a multi tiered system of support model. A key component of stepped care is recognizing the important role that calm, nurturing and regulated adults play, in supporting students mental health needs.

As referenced through extensive work by School Mental Health Ontario, educators are often the first to notice when something is wrong. A stepped care model cannot ignore promoting and building the mental health literacy of educators. Schools are the optimal place to provide mental health promotion, prevention and early intervention supports due to the ease of access to Ontario students. As indicated by Santor et al., 2010, research validates programming that is preventative, provided sooner would enhance the mental health of Ontario students and prevent the development of disorders and later difficulties. Providing lower intensity services (tier 1 & 2 services) would free up the higher intensity services (tier 3 &4) for the 1 in 5 students who require more intensive supports.

2022-2025 GOALS

1 Strong Pathways

- Online referral form setup by winter 2022 to make access for internal mental health supports more seamless.
- Fall 2023 strong external pathways to ensure the right service is being offered at the right time.
- Through increase collaboration by Fall 2025 see a reduction in wait times for mental health services.
- Work with community Partners to implement Right Tim Right Care document designed to strengthen pathways for children and youth mental health and addictions programs

2 Family-Centered Care

- Increase engagement of families through offering of parent information nights, sharing of resources and tips sheets
- Increase collaboration between mental health staff and caregivers when a student is accessing mental health support.
- Continued implementation of Student Mental Health Advisors to ensure student voice is embedded in mental health programming.
- Update board website to include timely and relevant resources for caregivers and students.

3 Prevention and Early Intervention

- Kids in the Know to be in 80% of Elementary classrooms and 40% of Secondary classrooms by 2025.
- All grade 8's to participate in Pre Venture, Grade 3's Universal SNAP program.
- A 20% decrease in students reporting struggles with moderate to severe anxiety as per Our School Climate Survey for grades 4 to 12.
- Structured Psycho-therapy training for all regulated mental health workers.
- Targeted Professional Development based on current themes and system pressures

4 Mentally Healthy Schools and Classrooms

- 70% of educators will be aware of School Mental Health Ontario Resources.
- Neurosequential Model in Education to be fully implemented in one elementary school by the Fall 2025.
- Educators to be aware of system pathways for support to ensure students are connected to services earlier.
- Professional Development on student mental health and well-being to be embedded in Professional Activity Days, with at least one PD Day a year specific to student mental health.

