



MIND • BODY • SPIRIT  
BE WELL

## Strategic Plan 2017-2020



### Vision

Achieving Excellence in Catholic Education  
LEARN • LEAD • SERVE



## Vision

Achieving Excellence in Catholic Education  
LEARN • LEAD • SERVE

## Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

## Strategic Priorities 2017-2020

### LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

### LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

### SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

# MIND • BODY • SPIRIT

## Be Well Strategy - Director's Message June 2017

Here at PVNC, we believe that being well is at the heart of doing well - in learning, in leading and in serving others. Our renewed mission statement, **“To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all”** clearly expresses how integral well-being is to what we are all about. We know that we have to be well in order to learn, to teach, lead, to assist and to fulfill the demands of each of our roles with confidence and a sense of accomplishment. We know that we have to take care of our own wellness and that of others - to support students and staff alike in striving to be our best selves every day. We know God wants us to be well - to be whole, happy, and fulfilled in doing the work we are called to do, in living our vocation in Catholic Education. Our renewed PVNC Be Well Strategy is a clear and empowering blueprint for the work we need to do, for and with each other. It brings together the best of our expertise and experience, expresses the wisdom of our PVNC community, and aligns perfectly with our board's Vision, Mission and Strategic Priorities for 2017-2020. The work of enabling each other to Be Well belongs to all of us. Let's set out on this road with renewed enthusiasm - together!



**MICHAEL NASELLO**

## Reflections from PVNC's Faith Animator



**FR. PAUL MASSEL**

One of the core values in Catholic Education is the powerful sense that we are not alone. Health and wellness and human achievement are not solo activities. We are social and spiritual beings by design. We draw upon “the greater” within ourselves and within each other. “Dis-ease” is often the result of a disconnect within self, with the larger community or with the higher power that is God. Wellness is wholeness or “holiness.” It is a dynamic unity in mind, body and spirit, a sense of belonging to the larger community, to God and to creation itself. It is within all these relationships that we find meaning in life and achieve our highest potential.

## Message from the Mental Health Lead

**In Achieving Excellence: A Renewed Vision for Education in Ontario**, the Ministry of Education states that, “Ontario's education system needs to help students build the knowledge and skills associated with positive well-being and become healthy, active and engaged citizens.” With the social and economic costs of mental illness on the rise, and with an increasing number of Ontario high school students reporting moderate to serious psychological distress (**2015 OSDUHS Mental Health and Well-Being Report**), we know that there is much work to do to ensure that all



**STEFANI BUROSCH**

members of our community are supported to reach their full potential. In this next phase of our strategy to promote the well-being of our learning community at PVNC, we will work together to deepen our understanding about the factors that impact well-being and to embed the attitudes, skills, and habits that support us to Be Well, into our everyday lives.

## Message from the Staff Wellness Co-ordinator



**CHRISTIE MORISSETTE**

Everyone has their own definition of wellness. To me, wellness is continuous, ever changing and growing depending on the factors affecting our lives at a particular moment. I like to consider wellness being about feeling engaged, feeling centred, feeling that one is contributing to something greater, or feeling empowered to take on problems or overcome setbacks. While wellness may be harder to define than a medical framework of illness/no illness, when we focus on wellness, we break down barriers and give everyone an equal opportunity to thrive, discover their personal goals, and engage fully with their families and communities. With a clear vision and sincerity of action, this ambition will become a reality. We need only summon the message - to Be Well - engaging our Mind, Body and Spirit in such a collaboration we can achieve!

“  
*Health is not merely  
the absences of disease -  
it is the balance of  
mind, body and soul.*  
”



“If we want to support our students to **Be Well**, we *have to live it.*” These words marked the beginning of PVNCCDSB’s original strategy for mental health and well-being. They are a call to action, that we should be living witnesses to the love of God that wills us to have “life to the full” (John 10:10).” In an address to the Members of the Consilium de Laicis (2 October:1974)<sup>1</sup>,

Pope Paul VI said that, “Modern man listens more willingly to witnesses than to teachers, and if he does listen to teachers, it is because they are witnesses.” Three years and a tremendous amount of learning later, our belief in these words remains steadfast and our commitment to fostering a culture of well-being, rooted firmly in our faith, unwavering.

Toward our vision of supporting all learners to **Be Well**, we will continue to develop the knowledge and skills of school staff to recognize and respond to students in need. We are also committed to continued work with our community partners to ensure that staff and students facing mental health challenges are able to access the care and treatment that they require to regain or maintain their health.

As we move into the next phase of our strategy, we are excited to introduce our **MIND • BODY • SPIRIT** framework, with which we aspire to engage our whole learning community in an ongoing dialogue about mental health and well-being. While the pillars of this framework are depicted separately, we know that they are all interconnected aspects of well-being that are constantly interacting with one another in dynamic ways that affect our health and success at school. Within this framework, we also pay attention to the importance of equity, inclusivity, and safety, as necessary conditions for well-being.



**MIND:** This icon represents the importance of positive mental health concepts such as hope, optimism, gratitude, resilience, a positive thinking style, social-emotional skills and self-regulation to overall well-being.



**BODY:** This icon focuses on core factors impacting all aspects of well-being including mental, physical and emotional health. These factors include sleep, nutrition, hydration and physical activity.



**SPIRIT:** This icon symbolizes the foundational role that faith, **our Gospel values and our Catholic Social Teachings** have in terms of our overall well-being as an individual, a community, and as a society. As we support students to achieve the **Catholic Graduate Expectations**, we develop their capacity for the expression of wholeness and holiness in their lives.

<sup>1</sup> [http://w2.vatican.va/content/paul-vi/en/apost\\_exhortations/documents/hf\\_p-vi\\_exh\\_19751208\\_evangelii-nuntiandi.html](http://w2.vatican.va/content/paul-vi/en/apost_exhortations/documents/hf_p-vi_exh_19751208_evangelii-nuntiandi.html)

# Vision for Mental Health and Well-Being

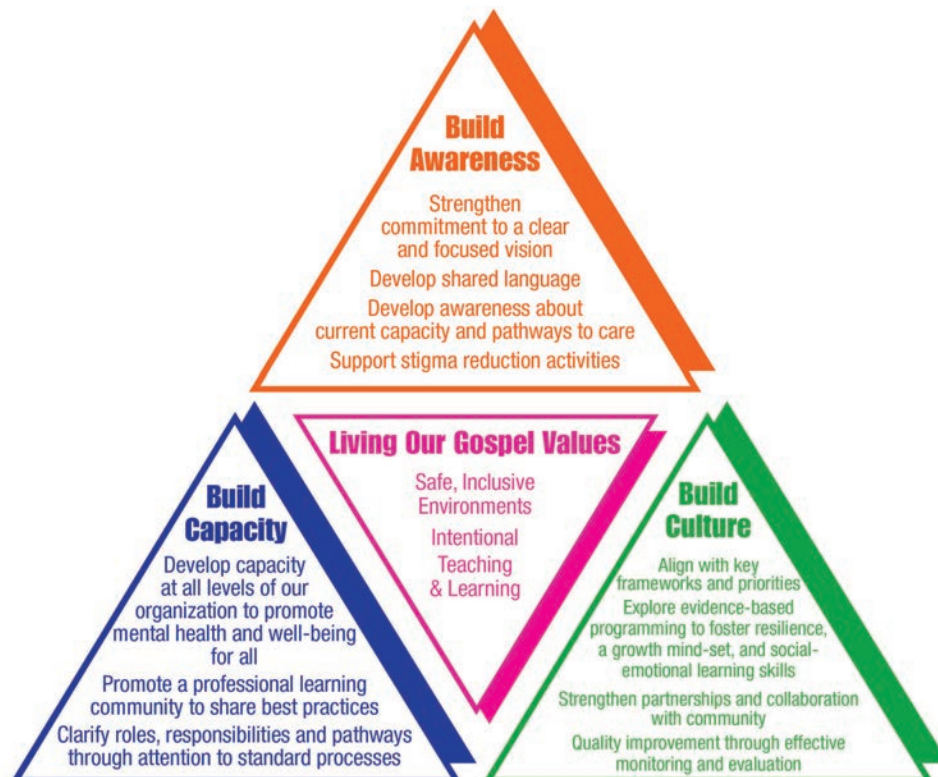
Our entire educational community is an **inclusive** place that fosters **resilience** through a holistic approach to student achievement, rooted in our Catholic faith, where all learners are **supported** to **Be Well**.

## Core Beliefs

1. We all have mental health.
2. We all experience challenges to our mental health.
3. We all can learn how to take care of our mental health.

## Mental Health and Well-Being Priorities

In 2013, through the work of the Mental Health and Well-Being Advisory Group, a set of priorities for our efforts in mental health were developed. These priorities reflect **School Mental Health ASSIST's organizational conditions** which are necessary to foster a sustainable, system-wide culture of mental health and well-being promotion. This framework is still relevant today. As we enter into the next phase of our work, we will continue to **Build Awareness**, **Build Capacity**, and **Build Culture** to support **all** learners to **Be Well**.



## Key Terms and Definitions

**Well-Being** is the positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social, and physical needs are being met. As our Indigenous partners have long affirmed, healthy development of the mind, body and spirit is contingent on balance and interconnectedness. **Ontario’s Well-Being Strategy for Education, 2016**

**Mental Health** is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

The positive dimension of mental health is stressed in WHO's definition of health as contained in its constitution: “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

**World Health Organization, 2014**

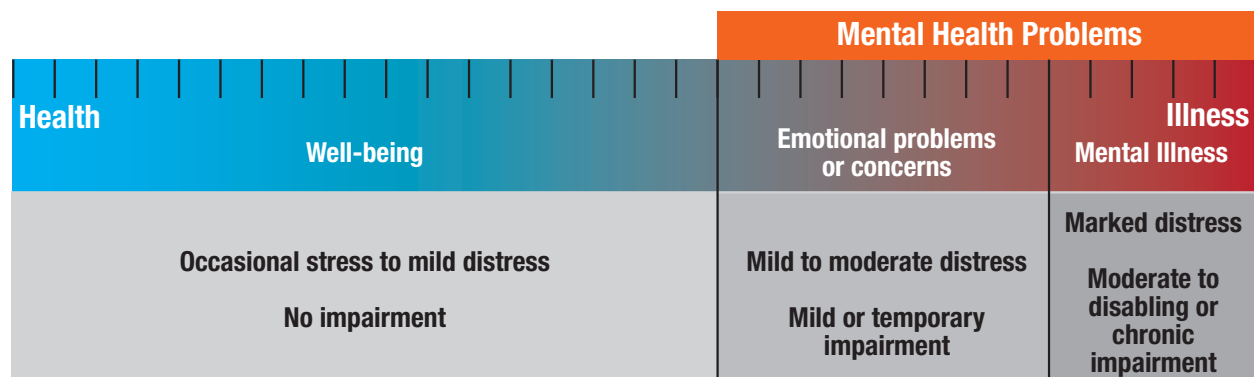
**Mental Illness** is characterized by alterations in thinking, mood or behaviour associated with significant distress and impaired functioning. (Canadian Public Health Agency, 2015)

### Indigenous Perspectives on Well-being

Well-being is a balance of the mental, physical, spiritual, and emotional. When we experience mental well-being, we have purpose in our daily lives, hope for the future, a feeling of belonging and connectedness, and a sense of meaning as we understand how our lives are part of creation and a rich history.

**First Nations Mental Wellness Continuum Framework, 2015**

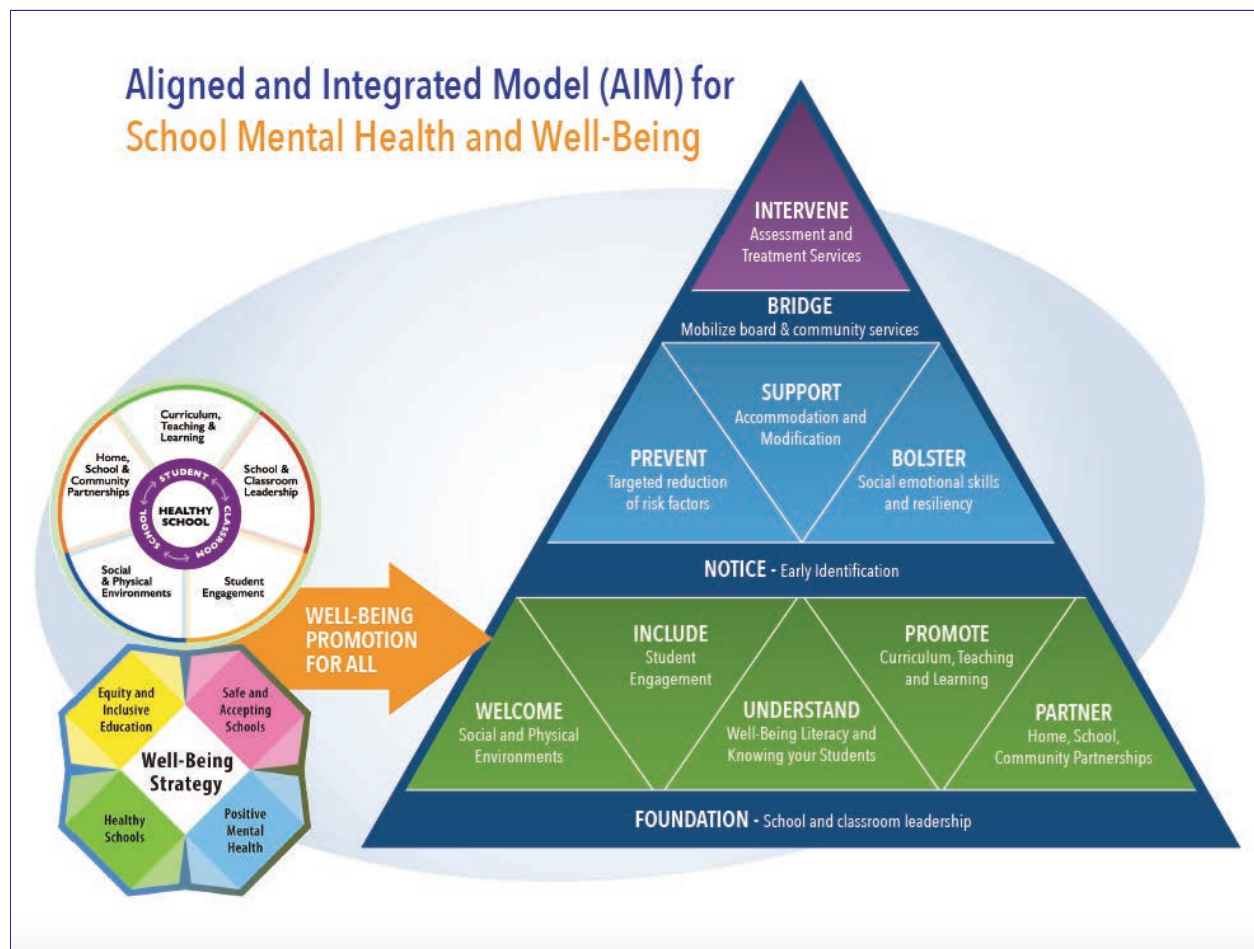
## Mental Health - Mental Illness Continuum Model





# School Mental Health ASSIST's Aligned and Integrated Model (AIM) for School Mental Health

Guided by **School Mental Health ASSIST**, we have worked on developing the organizational conditions necessary to create a sustainable, system-wide approach to supporting and enhancing mental health and well-being in schools. The Aligned and Integrated Model (AIM) demonstrates a Tiered Intervention approach that aligns with other key Ministry of Education initiatives such as **Foundations for a Healthy School** and **Ontario's Well-Being Strategy for Education**.



When schools welcome, include, understand, promote and partner, they create conditions that enable optimal learning and well-being for **all**. By noticing and through early identification, we can take actions to prevent, support, and bolster the skills of **some** individuals with, or who are at risk for developing, mental health problems. Finally, by bridging links to professionals and community services with mental health expertise, we can intervene for the **few** individuals who require more intensive supports.



# Be Well over the Last Three Years: Progress Update

## Building Awareness

- ❖ All schools are engaged in ongoing professional development related to mental health and well-being



## Building Capacity

- ❖ Over three years, more than 700 staff received training in Mental Health First Aid, safeTALK, and Self-Care Practices
- ❖ Over 250 students in need of mental health supports were referred and served by the Mental Health & Addictions Nurse in school program
- ❖ Training for all school staff on the Board's Suicide Prevention and Intervention Protocol occurred annually
- ❖ All schools were supported to develop capacity on the topic of self-regulation, including 14 schools that received central funding for focused learning in this area

## Building Culture

- ❖ All schools have mental health strategies embedded in their Catholic School Improvement Plans for Student Achievement and Well-Being

# Results from the 2015-2016 School Climate Surveys

In 2015, mental health questions were added to school climate surveys which are administered every two years. These survey questions represent an important board-wide monitoring tool to gauge the level of awareness and perceptions about support for mental health in PVNC schools amongst students, staff, and parents.

## Question 1:

### Mental health and well-being is talked about in my school?

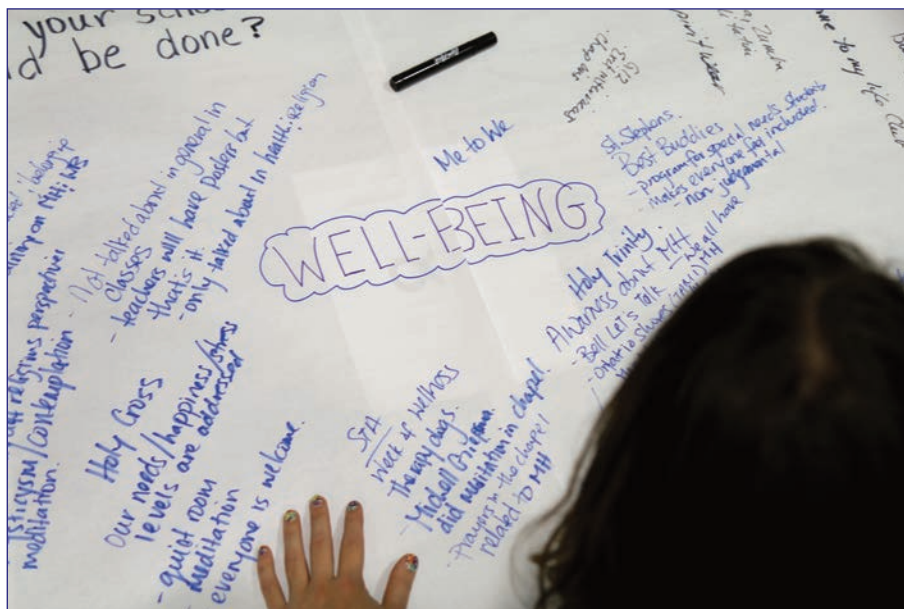
- ❖ 46% of school staff strongly agreed and 47% agreed
- ❖ 26% of parents strongly agreed and 54% agreed
- ❖ 36% of Gr. 4-6 students strongly agreed and 51% agreed
- ❖ 4% of Gr. 7-12 students strongly agreed and 70% agreed

## Question 2:

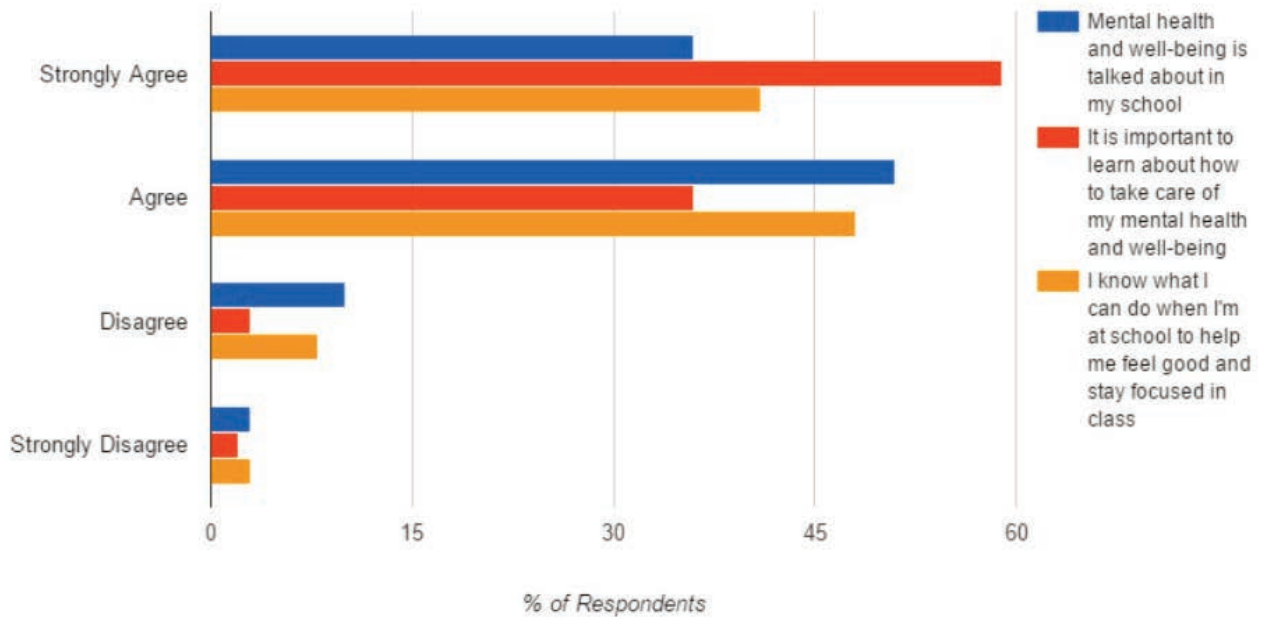
### At school, students are learning how to take care of their mental health and well-being?

(student versions of this question differ slightly)

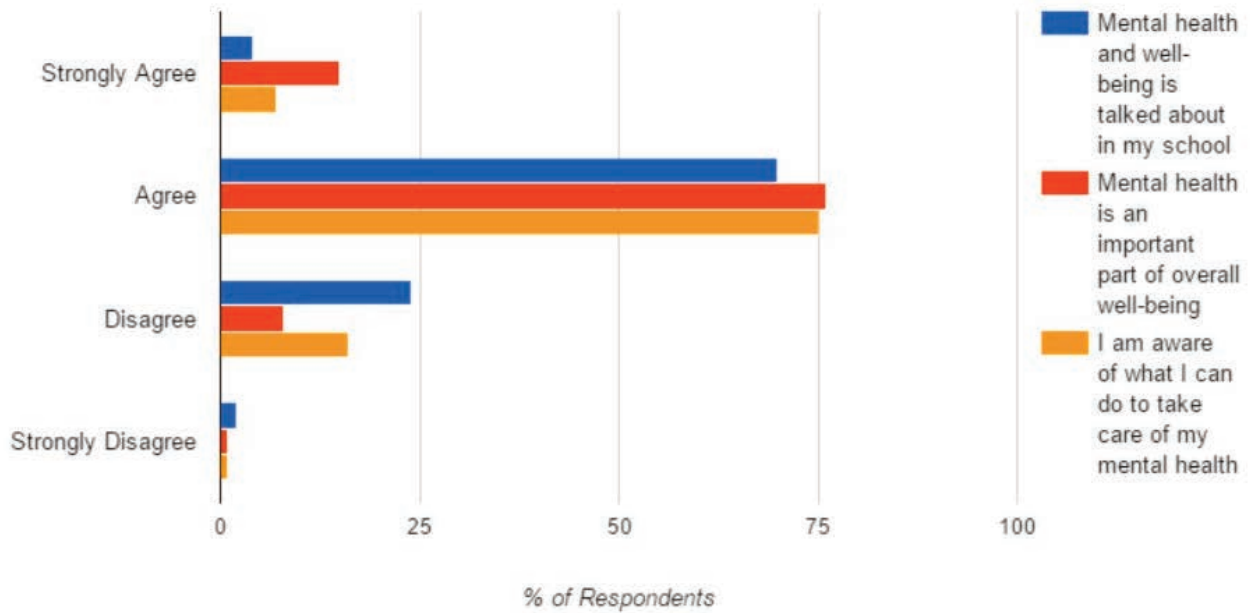
- ❖ 34% of school staff strongly agreed and 57% agreed
- ❖ 24% of parents strongly agreed and 40% agreed



### School Climate Data Mental Health Questions Grades 4-6



### School Climate Data Mental Health Questions Grades 7-12



Student responses to the three 2015-2016 school climate survey questions on the topic of mental health and well-being. Responses from Grades 4-6 students are represented in the first chart. Responses from Gr. 7-12 students are represented in the second chart.

# MIND • BODY • SPIRIT

## Be Well Strategy 2017-2020

Against the backdrop of the release of the Ontario Well-Being Strategy for Education, and alongside the renewal of our Board Strategic Priorities, we undertook an extensive consultation process related to our Be Well Strategy. We consulted with student groups, staff groups, standing committees of the board, our parish priests, parents and community members. What we heard loudly and clearly was that well-being continues to be a critical priority for PVNC schools.

Four key themes emerged from these rich discussions. These themes informed the Be Well action plan for 2017-2020.

### ❖ Focus on Faith

This theme emerged from our conversations with students, priests, and principals. We heard that our efforts in the area of well-being need to be grounded within our Catholic Faith lens and connected to the work that we do in faith development.

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### ❖ Focus on Everyday Well-Being Practices

This theme appeared in many conversations but most prominently in our conversations with students. We heard that while schools are doing excellent work in the area of mental health awareness, we still have a lot of work to do in embedding knowledge, habits, and skills for well-being in everyday school and classroom practices.

### ❖ Focus on High Quality Resources

This theme was represented in our conversations with staff groups and was particularly evident in our discussions with our First Nations Métis and Inuit committee. We heard that we need access to high quality resources that represent the diverse perspectives, experiences, worldviews and unique factors impacting on well-being that are represented in our classrooms.

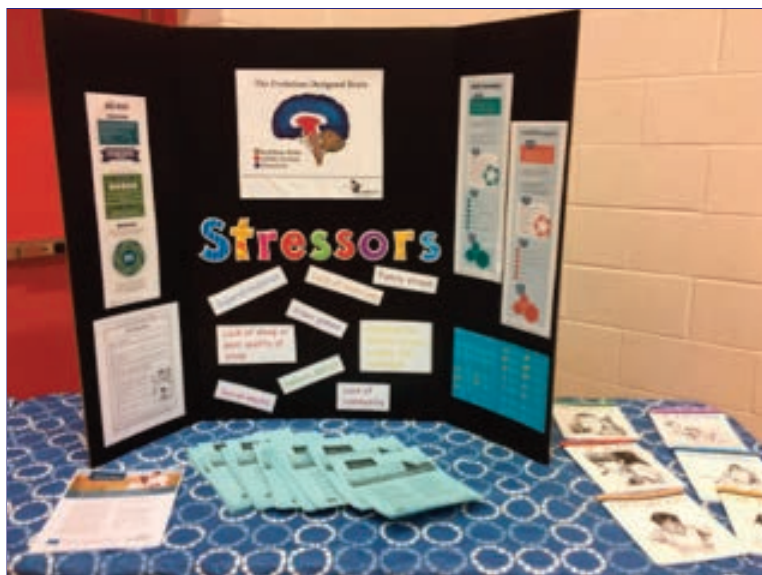


### ❖ Focus on Communication

This theme clearly emerged from all groups that we consulted with and particularly from parents. As a board, we were encouraged to communicate clearly and consistently about our ongoing efforts to support and enhance well-being for all.

# 2017–2020 Be Well Action Plan

Priority #1 – Build Awareness				
Organizational Conditions	Key Activities	Needed Resources	Timeline	Responsibility
<p>Strengthen commitment to a clear and focused vision</p> <p>Develop shared language</p> <p>Develop awareness about current capacity and pathways to care</p> <p>Support stigma reduction activities</p>	<p>Implement the <b>MIND • BODY • SPIRIT</b>: Be Well Communication &amp; Education Campaign</p> <p>Deliver awareness-building resources and activities for staff mental health</p>	<p>Materials and resources on the three themes of well-being tailored for different audiences:</p> <p>Presentations for stakeholder groups; Website &amp; Social Media material; Agenda page; inserts for school newsletters</p> <p>Presentations &amp; Resource Materials</p> <p>Website &amp; Social Media materials</p> <p>Information on Employee Assistance Programs &amp; Community Health Services</p>	<p>Initial implementation In Fall 2017 and continued until 2020</p>	<p><b>Creation:</b> Mental Health Lead, Communications Officer</p> <p><b>Delivery:</b> Mental Health Leadership Team, WIG, Principals, School Staff</p> <p><b>Creation:</b> Staff Wellness Co-ordinator</p> <p><b>Delivery:</b> Mental Health Leadership Team, WIG, Principals</p>





## Priority #2 – Build Capacity

Organizational Conditions	Key Activities	Needed Resources	Timeline	Responsibility
<p>Develop capacity at all levels of our organization to promote mental health and well-being for all</p> <p>Promote a professional learning community to share best practices</p> <p>Clarify roles, responsibilities, and pathways through attention to standard processes</p>	<p>Continue to develop Mental Health Awareness, Literacy, and Expertise</p> <p>See attached Mental Health Capacity Building Cascade</p>	<p>Resources developed by <b>School Mental Health ASSIST</b></p> <p><b>MEHRIT Centre Self-Regulation Resources</b></p> <p>Training materials</p>	<p>Building upon the work completed during the previous plan 2017-2020</p>	<p><b>Delivery:</b> Mental Health Lead, Staff Well-Being Co-ordinator, WIG, Principals</p>
	<p>Promote curriculum linked social emotional learning resources</p>	<p>Integrate into existing professional development structures &amp; opportunities</p>	<p>Initial implementation in 2017 and continuing through to 2020</p>	<p><b>Delivery:</b> Mental Health Leadership Team, WIG</p>
	<p>Train school staff on the: <b>Suicide Prevention and Intervention Protocols</b></p>	<p>Presentation materials</p>	<p>Annually</p>	<p><b>Delivery:</b> Mental Health Lead, Principals, Professional staff</p>
	<p><b>Guidelines for the Selection of School Mental Health Events and Activities</b></p>	<p>Presentation Materials</p>	<p>Annually</p>	<p><b>Delivery:</b> Mental Health Lead, Principals, Professional staff</p>
<p>Review and development of directional policy and administrative procedures related to staff well-being</p>	<p>Meeting time</p> <p><b>National Standard of Canada for Psychological Health and Safety in the Workplace</b></p>	<p>Meeting time</p>	<p>Ongoing</p>	<p><b>Development:</b> Manager of HR, Staff Wellness Co-ordinator</p> <p><b>Delivery:</b> Senior Leadership Team, Human Resources Staff, Principals</p>





## Priority #3 – Build Culture

Organizational Conditions	Key Activities	Needed Resources	Timeline	Responsibility				
<p>Align with key frameworks and priorities</p> <p>Explore evidence-based programming to foster resilience, a growth mindset, and social-emotional learning skills</p> <p>Strengthen partnerships and collaboration with community</p> <p>Quality improvement through effective monitoring and evaluation</p>	<p>Ensure efforts align and integrate all four areas of the <b>Ontario Well-Being Strategy for Education</b> through our Catholic Faith perspective</p>	<p>Equity and Inclusive Education Plan</p> <p><b>Foundations for a Healthy School</b></p> <p>Safe Schools</p> <p>Resources that reflect &amp; address the needs of Specific Populations<sup>2</sup></p>	<p>Building upon the work completed during the previous Be Well plan</p> <p>2017-2020</p>	<p><b>Delivery:</b> Mental Health Leadership Team, Faith Animator for the Board, Consultants for relevant portfolios</p>				
	<p>Develop staff and student knowledge, attitudes, habits, and skills to embed everyday well-being practices into school and classroom routines</p>	<p>Evidence-based resources and learning opportunities for staff &amp; students</p>			<p><b>Delivery:</b> Mental Health Leadership Team, WIG, Consultants, Principals, School Staff</p>			
	<p>Make the link between good assessment practices and classroom environments that support well-being</p>	<p>Embed within existing professional development opportunities</p> <p><b>AP 825 003 Effective Instructional Practice</b></p>				<p><b>Delivery:</b> Mental Health Leadership Team, WIG, Consultants across departments</p>		
	<p>Maintain community partnerships and clear pathways to care for students in need of services</p>	<p>Community Planning Tables and Networks, Public Health Partners, Moving on Mental Health Partners</p>					<p>Mental Health Lead, Psychologist, Professional Staff, Consultants</p>	
	<p><b>Planning, Monitoring and Evaluation</b></p>							<p><b>Delivery:</b> Mental Health Leadership Team, WIG, Principals, School Improvement Teams</p>
	<p>Implement formal structures to support planning, implementation &amp; monitoring</p>	<p>Well-Being Implementation Group, meets 3 times a year to plan &amp; monitor action plan progress</p> <p>Well-Being Advisory Group (WAG) meets 3 times a year to provide input on the strategy</p>						

<sup>2</sup> Indigenous, LGBTQ+, Students with Disabilities, English as a Second Language Learners

### Priority #3 – Build Culture (CONTINUED)

Organizational Conditions	Key Activities	Needed Resources	Timeline	Responsibility
	<p>Embed monitoring and evaluation activities within the Catholic Board Improvement Plan for Student Achievement and Well-Being and Catholic School Improvement Plans for Student Achievement and Well-being</p>	<p>Monthly Admin Council mental health updates</p> <p>Annual presentation of progress on the Be Well Strategy to Board of Trustees, Admin Council, Principals</p> <p><b>Data Sources:</b> database to track staff training programs (in development), yearly principal survey, School Climate Survey data, Staff health &amp; well-being data, Social Media data</p>		



“  
*Much of what we do in school boards, every day - teaching, caring, helping - is foundational to good mental health.*  
 ”

SCHOOL MENTAL HEALTH ASSISTANT

# Capacity Building Focus Areas and Cascade

## Senior Administrators/Board Well-Being Implementation Group

- ❖ Organizational conditions
- ❖ Suicide Prevention, Intervention, and Postvention
- ❖ Guidelines for the Selection of School-Based Mental Health Activities
- ❖ Psychological Health in the Workplace

## School Mental Health Professionals

- ❖ Applied Suicide Intervention Skills Training (ASIST)

## School Administrators

- ❖ Leading Mentally Healthy Schools
- ❖ Suicide Prevention, Intervention, and Postvention
- ❖ Guidelines for the Selection of School-Based Mental Health Activities
- ❖ Psychological Health in the Workplace



## Teachers/Special Education Consultants/

### Special Education Resource Teachers

- ❖ Supporting Minds: Education Guide
- ❖ Guidelines for the Selection of School-Based Mental Health Activities
- ❖ School Mental Health ASSIST Online Modules
- ❖ Curriculum-linked Mental Health Resources

## All Staff

- ❖ Mental Health First Aid
- ❖ safeTALK
- ❖ Compassion Fatigue and Self-care
- ❖ Everyday well-being practices
- ❖ Mental Health Support Resources & Services

## Leadership Structures

### Mental Health and Well-Being Leadership Team

- ❖ Michael Nasello Director of Education
- ❖ Administrative Council Superintendents and Managers
- ❖ Anne Marie Duncan Superintendent of Schools
- ❖ Joan Carragher Superintendent of Human Resources
- ❖ Dr. Cynthia Chan Reynolds Psychologist/Manager of Student Services
- ❖ Stefani Burosch Mental Health Lead
- ❖ Christie Morissette Wellness Co-ordinator

### Well-Being Implementation Group

- ❖ Superintendent of Schools & Special Education
- ❖ Superintendent of Human Resources
- ❖ Mental Health Lead
- ❖ Psychologist
- ❖ Staff Wellness Co-ordinator
- ❖ Manager of Communication Services
- ❖ Section 23 Principal
- ❖ Educational Assistant Supervisor
- ❖ Student Achievement Consultant: Early Learning
- ❖ Faith Animator
- ❖ Information Technology Rep
- ❖ Religious Education and Family Life Consultant
- ❖ New Leaf Social Worker
- ❖ ESL and ELL Itinerant Teacher
- ❖ Indigenous Education Lead
- ❖ Student Achievement Consultant (HPE)
- ❖ MISA Lead
- ❖ Student Success Consultant
- ❖ Student Attendance Counsellor
- ❖ Elementary School Principal
- ❖ Secondary School Principal



## Well-being Advisory Group

- ❖ WIG members
- ❖ Trustee
- ❖ CUPE Union Representative
- ❖ OECTA Union Representative
- ❖ Principal
- ❖ Elementary Teacher
- ❖ Secondary Teacher
- ❖ Special Education Resource Teacher
- ❖ School Secretary
- ❖ Custodian
- ❖ Social Worker
- ❖ Psychometrist
- ❖ Speech and Language Pathologist
- ❖ Itinerant Teacher for the Deaf/Hard of Hearing/Itinerant Teacher for the Blind
- ❖ Information/Technology Representative
- ❖ Chaplaincy Representative
- ❖ SEAC Representative
- ❖ Regional Healthy Schools Liaisons
- ❖ Manager - MHAN Program
- ❖ Catholic Parent Engagement Committee Representative
- ❖ Kinark Representative
- ❖ Chimo Representative
- ❖ Indigenous Education Lead





## Supporting Documents

Achieving Excellence, A Renewed Vision for Education in Ontario

<http://www.edu.gov.on.ca/eng/about/renewedVision.pdf>

A Shared Responsibility, Ontario's Policy Framework for Child and Youth Mental Health

<http://www.children.gov.on.ca/htdocs/English/documents/specialneeds/mentalhealth/framework.pdf>

Catholic Social Teachings

<http://www.pvnccdsb.on.ca/en/ourboard/catholic teachings.asp>

Caring and Safe Schools in Ontario, Supporting Students with Special Education Needs Through Progressive Discipline – Kindergarten to Grade 12

[http://www.edu.gov.on.ca/eng/general/elemsec/speced/caring\\_safe\\_school.pdf](http://www.edu.gov.on.ca/eng/general/elemsec/speced/caring_safe_school.pdf)

First Nations Wellness Continuum Framework

[http://nnapf.com/wp-content/uploads/2015/01/24-14-1273-FN-Mental-Wellness-Framework-EN05\\_low.pdf](http://nnapf.com/wp-content/uploads/2015/01/24-14-1273-FN-Mental-Wellness-Framework-EN05_low.pdf)

Growing Success Assessment, Evaluation, and Reporting in Ontario Schools First Edition, Covering Grades 1 to 12

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

Mindset: The New Psychology of Success, Carol Dweck, 2012

Ontario Catholic Leadership Framework

[https://cpco.on.ca/files/2613/8446/1782/Catholic\\_School-Level\\_Leadership.pdf](https://cpco.on.ca/files/2613/8446/1782/Catholic_School-Level_Leadership.pdf)

Ontario Catholic School Graduate Expectations

<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

Ontario's First Nation, Métis, and Inuit Education Policy Framework

<http://www.edu.gov.on.ca/eng/aboriginal/fnmiframework.pdf>

Open Minds, Healthy Minds Ontario's Comprehensive Mental Health and Addictions Strategy

[http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental\\_health2011/mentalhealth\\_report2011.pdf](http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_report2011.pdf)

Ontario's Strategy for Well-Being in Education

<http://www.edu.gov.on.ca/eng/about/WBDiscussionDocument.pdf>

PVNCCDSB Board Multi-Year Strategic Plan

Realizing the Promise of Diversity, Ontario's Equity and Inclusive Education Strategy

<http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>



School Effectiveness Framework, A Support for School Improvement and Student Success  
<http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf>

Stepping Stones, A Resource on Youth Development  
<http://www.edu.gov.on.ca/eng/document/brochure/SteppingStonesPamphlet.pdf>

## Web Resource List

### General Information

Canadian Mental Health Association – [www.cmha.ca](http://www.cmha.ca)

Children’s Mental Health Ontario – [www.cmho.org](http://www.cmho.org)

Council of Directors of Education (CODE) – <http://www.ontariodirectors.ca/>

Mental Health Commission of Canada – <http://www.mentalhealthcommission.ca/>

Mental Health Services, Help and Support in Your Community – [www.ementalhealth.ca](http://www.ementalhealth.ca)

Ontario Centre of Excellence for Child and Youth Mental Health – <http://www.excellenceforchildand youth.ca/>

Pan-Canadian Joint Consortium For School Health – <http://www.jcsh-cces.ca/>

The Collaborative for Academic, Social, and Emotional Learning – <http://www.casel.org/>

The Psychology Foundation of Canada – [www.psychologyfoundation.org](http://www.psychologyfoundation.org)

Together to Live – <http://www.togethertolive.ca/>

## Resources for Students

Anxiety BC – <https://www.anxietybc.com/>

Kids Help Phone – [www.kidshelpphone.ca](http://www.kidshelpphone.ca)

Mind Check – [www.mindcheck.ca](http://www.mindcheck.ca)

Mind Your Mind – [www.mindyourmind.ca](http://www.mindyourmind.ca)

Teen Mental Health – [www.teenmentalhealth.org](http://www.teenmentalhealth.org)



## Resources for Parents and Families

Learning About Mental Health Quick Facts for Parents

[http://www.edugains.ca/resourcesMH/ClassroomEducator/QuickFactsMentalHealth\\_eng%20D2.pdf](http://www.edugains.ca/resourcesMH/ClassroomEducator/QuickFactsMentalHealth_eng%20D2.pdf)

Regional Resources

<http://www.pvnccdsb.on.ca/en/parents/resourcesParents.asp>

Promoting Student Well-Being in Ontario

<http://www.edu.gov.on.ca/eng/about/WBFactSheet.pdf>

## Resources and Toolkits for Schools and Educators

ABCs of Mental Health

<http://www.hincksdellcrest.org/abc/welcome>

Canada's Eat Well Plate

<http://www.healthycanadians.gc.ca/eating-nutrition/healthy-eating-saine-alimentation/tips-conseils/interactive-tools-outils-interactifs/eat-well-bien-manger-eng.php>

Canadian Physical Activity Guidelines

<http://www.csep.ca/en/guidelines/24-hour-movement-guidelines>

Caring for Syrian Refugee Children

[http://cmascanada.ca/wp-content/uploads/2015/12/Supporting\\_Refugees/Caring%20for%20Syrian%20Refugee%20Children-final.pdf](http://cmascanada.ca/wp-content/uploads/2015/12/Supporting_Refugees/Caring%20for%20Syrian%20Refugee%20Children-final.pdf)

Creating and Sustaining Mentally Healthy Classrooms Online Tutorial

<https://smh-assist.ca/blog/creating-and-sustaining-mentally-healthy-classrooms/>

Edugains Mental Health Resources

<http://edugains.ca/newsite/mentalHealth/>

Foundations for a Healthy School

<http://www.edu.gov.on.ca/eng/healthyschools/foundations.html>

Mental Health: Hope Dignity and Our Compassionate Response Grade 9-10 Resource

<http://www.catholiccurriculumcorp.org/Units/MentalHealthfinalversion.pdf>

Mental Health and Wellness for Catholic Schools (Elementary)

[http://www.eoccc.org/uploads/4/6/7/0/46705249/mental\\_health\\_wellness-gr25\\_7-nov2013\\_final.pdf](http://www.eoccc.org/uploads/4/6/7/0/46705249/mental_health_wellness-gr25_7-nov2013_final.pdf)

Leading Mentally Healthy Schools

<https://smh-assist.ca/blog/leading-mentally-healthy-schools/>

Mental Health and Wellness for Catholic Schools

[http://www.eoccc.org/uploads/4/6/7/0/46705249/mental\\_health\\_wellness-gr25\\_7-nov2013\\_final.pdf](http://www.eoccc.org/uploads/4/6/7/0/46705249/mental_health_wellness-gr25_7-nov2013_final.pdf)

Mindfulness for Children (Elementary)

<http://annakaharris.com/mindfulness-for-children/>

Go Noodle (Elementary)

<https://www.gonoodle.com/>

OPHEA Healthy Schools, Healthy Communities

<https://www.ophea.net/>

Psychology Foundation: Kids Have Stress Too Toolkit (Kindergarten, Gr. 1-3, Gr. 4-6, Gr. 7-9)

[https://psychologyfoundation.org/Public/Resources/KHST\\_Download\\_Resources/Public/Resources/KHST\\_Download\\_Resources/Copy\\_of\\_Download\\_Resources.aspx?hkey=0e18b555-9114-49b4-9838-084fab967f0e](https://psychologyfoundation.org/Public/Resources/KHST_Download_Resources/Public/Resources/KHST_Download_Resources/Copy_of_Download_Resources.aspx?hkey=0e18b555-9114-49b4-9838-084fab967f0e)

Research into Practice: Supporting Positive Mental Health and Well-Being in School Communities

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW\\_ResilientFlourish.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_ResilientFlourish.pdf)

School Mental Health Assist

<http://smh-assist.ca/>

Self-Regulation Resources from The MEHRIT Centre

<https://self-reg.ca/>

Supporting Minds, An Educator's Guide to Promoting Students' Mental Health and Well-Being

<http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>

Talking About Mental Illness (TAMI)

[www.tamidurham.ca](http://www.tamidurham.ca)

TEACHResiliency

<https://www.porticonetwork.ca/web/teach-resiliency/home>

## Staff Mental Health

Employee Assistance Program

<http://www.mentalhealthworks.ca/>

[www.manulife.ca](http://www.manulife.ca)

<https://www.stressstrategies.ca/>

Psychology Foundation of Canada Resources





# Be Well

“  
*The future of any society  
depends on its ability to foster  
the healthy development of  
the next generation.*  
”

HARVARD UNIVERSITY  
CENTER ON THE DEVELOPING CHILD

**PETERBOROUGH VICTORIA NORTHUMBERLAND AND CLARINGTON  
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