



MIND • BODY • SPIRIT
BEING WELL

Strategic Plan 2021-2025



Being Well



*Peterborough Victoria
Northumberland and Clarington
Catholic District School Board*



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Vision and Mission

Vision

Creating a culture of faith, hope and love to ensure equity and well-being.

Mission

To accompany our students as we strive for excellence in Catholic Education.

We educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person.



Strategic Priorities – 2021-2025



Being Creative

Being Creative opens the door to imagination and looking at the world in new ways. Creativity is fundamental to what it means to be a successful teacher and a successful learner. Creativity defines how students engage in learning: asking the right questions to generate new ideas, evaluate information, and construct information in new ways. It defines how teachers engage in teaching: facilitating connections, leveraging technology and finding innovative ways to demonstrate concepts and assess learning. Creativity pushes our Board leadership to put new ideas into practice, to be adaptive, flexible and forward thinking.



Being Well

Being Well is at the heart of doing well. We can only put our best foot forward in the classroom when we create the conditions for success. 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. Supportive, inclusive and effective learning environments require connectedness and supportive relationships among all members of the learning community in order to ensure physical and emotional safety of self and spirit. Academic excellence occurs in an environment where love, caring and belonging are foundational elements.



Being Community

Being Community starts with an inclusive Catholic educational community. We seek to be positive community members and develop relationships among all stakeholders. Our many partnerships (both locally and globally) provide our students with the opportunity to develop diverse worldviews and perspectives in order to address political, ecological, social, and economic issues that are crucial to living in a contemporary, connected, interdependent, and sustainable world. Through the Catholic lens, students develop an appreciation for the diversity of people, perspectives, and the ability to envision and work toward a better and more sustainable future for all.

Director's Message, September, 2021



Our 2021-2025 Strategic Plan: ***Building a Community That Accompanies*** has three strategic pillars: ***Being Creative, Being Well and Being Community***. Our commitment to **Being Well** is also embedded in our Vision statement: ***Creating a culture of faith, hope and love to ensure equity and well-being***. We chose the theme of accompaniment, the image of Jesus on the road to Emmaus, as we recognize the importance of walking alongside one another, supporting and loving one another. In doing so, we will provide for the physical, emotional and spiritual well-being of all of our students and staff. The global pandemic has challenged us in many ways but has also sparked creativity and diverse ways of supporting each other and walking alongside one another. As we move forward together, we promise to accompany each of you to ensure healthy environments to work, learn and teach. We understand that we have to be well in order to learn, to teach, to lead and fulfill the demands of our roles and I am confident that our PVNCCDSB community will accompany each other so that everyone can achieve their God given potential and the nurturing of everyone's mental health and well-being will be realized.

God Bless each and every one of you.

Yours in Catholic Education,

A handwritten signature in blue ink that reads 'Joan Carragher'.

Joan Carragher
Director of Education

Reflections from PVNCCDSB's Faith Animator



At the heart of Catholic Education is the image of Christ as the all-inclusive “light” bursting forth within ourselves and all creation. This is a core value here at PVNC Catholic, that our wellness, our creativity and our learning begins with God’s light as lived through the virtues of Faith, Hope and Love. We bask in God’s light as the very essence of our being and from that fertile ground, do we learn and grow within our community of home, school, and parish. God “comes not from above but from within,” Pope Francis writes. “The Eucharist joins heaven and earth ... it is itself, an act of cosmic love.” (Laudato Si 236) Learning begins and ends in that cosmic love. And we are forever grateful.

Fr. Paul Massel
Faith Animator



Message from the Mental Health Leads



Over the last 3 years, our board has been able to gain momentum on our journey of well-being for all our staff, students and families. As we have been able to increase support, especially over the last 18 months during the COVID-19 pandemic, we have become more aware of our need to provide support in a variety of ways that meet the individual needs of our students. We have learned that it is even more important to meet our students where they are at, whether this is online, on the phone or in person, and the support and nurturance that our educators and staff have been able to provide is invaluable. Connection is one of the cornerstones of well-being, and we continue to value the relationships that we establish in developing the resiliency and growth mindset that we want to instill in our students. The everyday interactions and strategies that we develop contribute to our overall well-being.

Jennifer Angelo
Mental Health Lead



Families, both the ones we are born into and the ones we choose, play a pivotal role in all aspects of our lives and are especially influential on our well-being and mental health. In recognition of the critical role of families, PVNCCDSB has invested in the well-being of our students by establishing a Mental Health Lead for Families. My role focuses on expanding and enhancing our work to be more inclusive and supportive of the families in our system. Some of this happens quietly in the background while other aspects are more prominent and visible. All of our approaches are intended to provide more comprehensive support for those who care for our students outside of school hours. I am proud to be a part of this important work and I am excited to continue to carry this work forward into our new Being Well Strategy.

Mandy Hamu
Mental Health Lead

Message from the Staff Wellness Co-ordinator



According to Merriam-Webster, well-being is “the state of being happy, healthy or prosperous.” When we are at our best we are able to give our best, to our family, our friends, our colleagues and our students. Grounded in our faith, we will work collaboratively to continually promote the well-being of everyone within our PVNCCDSB community so that we can “let [our] light shine before others” (Matthew 5:16). As we look forward to this next chapter in our Being Well Strategy I am continually excited about the work being done to promote well-being of Mind, Body and Spirit, with an emphasis on psychological health and safety in the workplace. Together, we will support each other in being the best versions of ourselves as we pursue optimal well-being for all.

Corrie McInroy
Wellness Co-ordinator



Wellness



Health is not merely the absence of disease - it is the balance of mind, body and soul.

The journey of **Being Well** is holistic, incorporating the Mind, Body and Spirit. We also look to the community of PVNCCDSB in the same way, the value of each person, in their role within the board, as valuable to the well-being of our schools, our students and the community. In Mark 12, we hear that we are commanded to “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.” and to ‘Love your neighbour as yourself.’ There is no commandment greater than these.” This call to action is not only individual, focusing on the mind, body and spirit but also a call to encourage each other to use this in our interactions with each other. As Pope Francis also reminds us that “Love has no Alibi” we are called to accompany each other and to support one another in being well. As we continue to build on the momentum of our Well-Being Strategy first established in 2014, our school communities are growing together in establishing the Awareness, Capacity and Culture of being well. This provides opportunities to learn about strategies to encourage wellness in all aspects of our lives and to ensure that individuals who need additional support are able to access this both within our schools and communities to best meet their individual needs. We continue to utilize the MIND • BODY • SPIRIT framework.

well•ness
(noun)



The harmony between mind,
body, and spirit.



Being Well



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.



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.



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.





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 in Being Well.

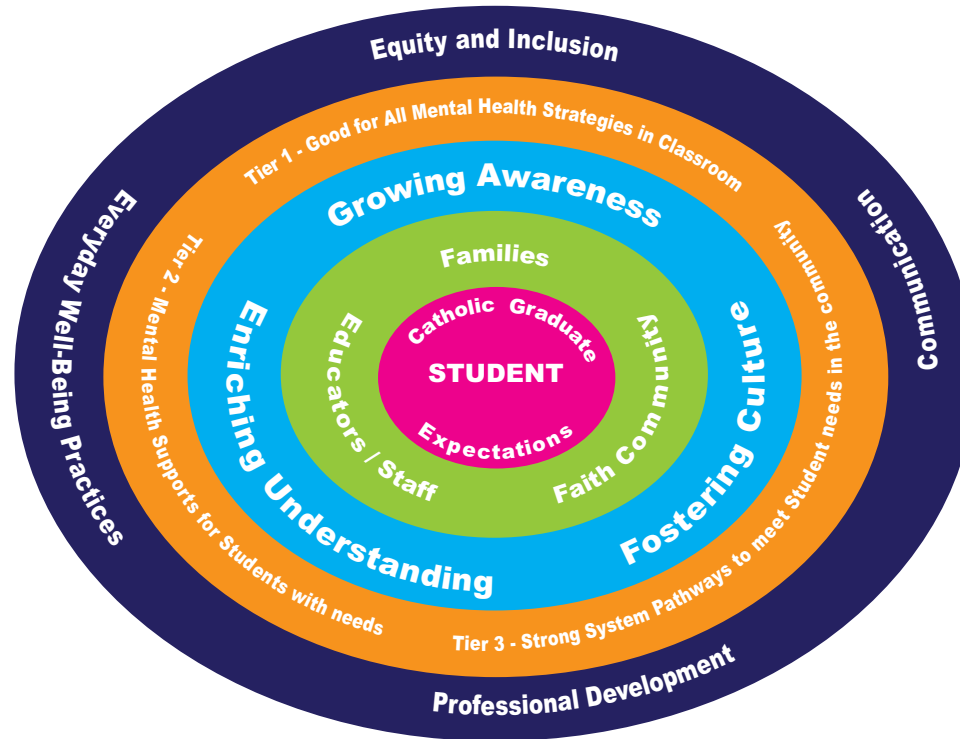
Core Beliefs

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

Since 2013, our board developed a set of priorities for the Mental Health and Well-Being Strategy for our board. Supported by School Mental Health Ontario, we are able to continue to build on this first strategy to foster a culture of system wide, sustainable mental health promotion for all. We continue Growing Awareness, Enriching Understanding and Fostering Culture to support all learners in Being 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, 2021



Key Terms and Definitions CONTINUED



Mental illness is the reduced ability for a person to function effectively over a prolonged period of time because of:

- ◆ significant levels of distress
- ◆ changes in thinking, mood or behaviour
- ◆ feelings of isolation, loneliness and sadness
- ◆ the feeling of being disconnected from people and activities

(Public Health Agency of Canada, 2021) Catholic Board

Indigenous Perspectives on Well-being

“Mental wellness is supported by culture, language, Elders, families, and creation and is necessary for healthy individual, community, and family life. Mental wellness is a balance of the mental, physical, spiritual, and emotional. This balance is enriched as individuals have:

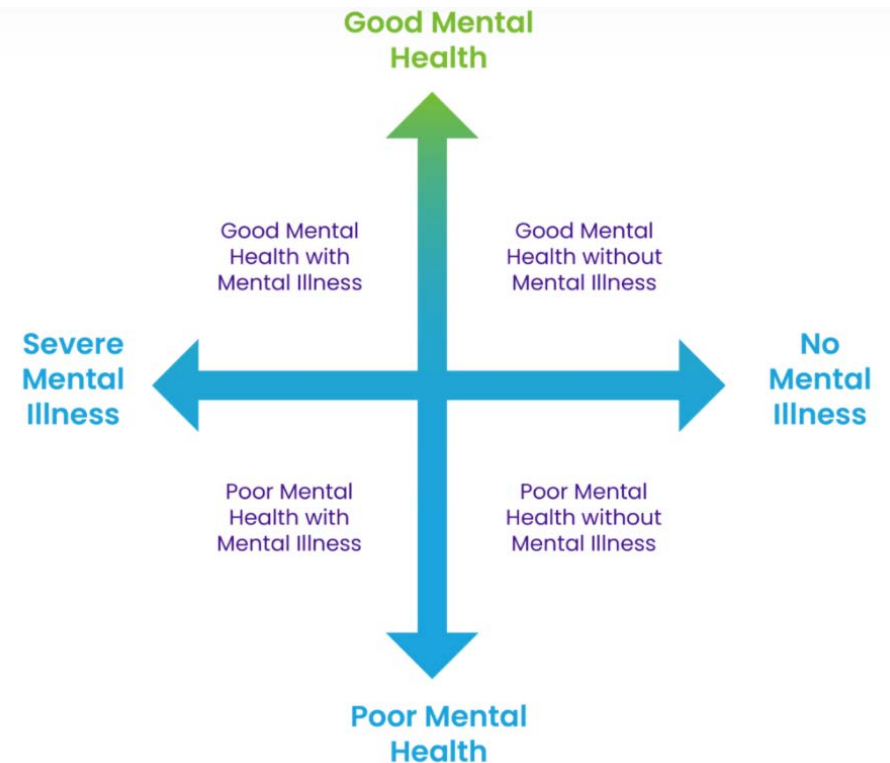
PURPOSE in their daily lives whether it is through education, employment, care-giving activities, or cultural ways of being and doing;

HOPE for their future and those of their families that is grounded in a sense of identity, unique Indigenous values, and having a belief in spirit; a sense of BELONGING and connectedness within their families, to community, and to culture; and finally a sense of

MEANING and an understanding of how their lives and those of their families and communities are part of creation and a rich history.”

First Nations Mental Wellness Continuum Framework, 2021

Mental Health - Mental Illness Continuum Model



When we bring these two spectrums together - to create a “dual spectrum” - we get a full representation of how we can understand fluctuations in someone’s mental state. Regardless of having a mental illness, anyone can experience struggle and anyone can experience optimal health.

(Jack.org, 2021)



We are all Tier 1 People

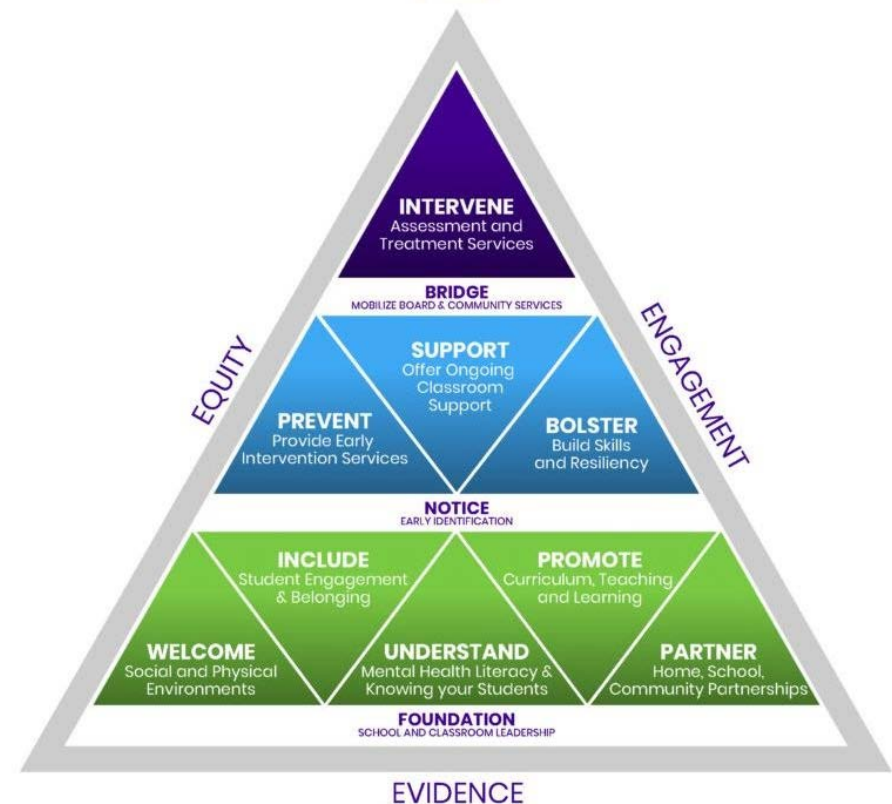
The responsibility for the work that occurs in Tier 1 is for all to participate in, staff, students and families. We endeavour for our schools to be safe, equitable and mentally healthy, employing good for all strategies. We look to our classrooms to welcome students, include them in initiatives, understand their perspectives, promote good well-being strategies and partner with the team to ensure that

we create the best possible environment for students to thrive. We have the support of School Mental Health Ontario to provide excellent evidence based resources to assist in the integration of wellness strategies into the classroom that dovetail with the Ontario Curriculum and our Catholic Graduate Expectations.

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

Guided by School Mental Health Ontario, 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.





Being 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 through PD day presentations
- ◆ Be Well communication plan with resources rolled out to system including social media and agenda resources
- ◆ Classroom presentations to students on mental health and well-being
- ◆ Presentations in schools with Jack.org reducing stigma around discussions regarding mental health

Building Capacity

- ◆ Ongoing training in Mental Health First Aid, safeTALK, and Self-Care Practices
- ◆ Students in need of mental health support were referred to a Family of Schools Social Worker. Referrals were made to the Mental Health & Addictions Nurse in school program and community resources for Tier 3 needs.
- ◆ Training for all school staff on the Board's Suicide Prevention and Intervention Protocol continues to occur annually
- ◆ All schools were supported to develop capacity on the topic of self-regulation, including Be Well Walks and PD for staff

Building Culture

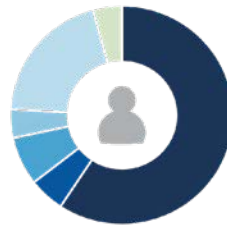
- ◆ All schools have mental health strategies embedded in their Catholic School Improvement Plans for Student Achievement and Well-Being
- ◆ Support through COVID-19 school closures, providing additional support through the summer and transitioning into returns to school promoting the messages of support, and creating safe classroom environments for all students and staff
- ◆ Evidence based programming and resources including social thinking, minds up, stress lessons and self regulation promoted in schools

Alignment with Strategic Consultation Process

Thought Exchange 2021

Staff Responses

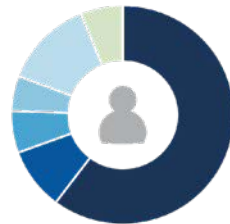
What would be helpful in supporting Mental Health and Well-being now and in the years to come?
(Only one answer is permitted so choose the one that best fits)



%	Person Icon	Answer
60%	(80)	focus on Mental Health and Well-being as everyday learning
5%	(6)	focus on faith-based practices like Christian meditation and prayer
7%	(9)	access to resources
4%	(6)	referral to outside supports and agencies
20%	(27)	continued access to board based resources (social work, professional learning)
4%	(5)	other (please share your idea in open-ended area of the ThoughtExchange)

Parent Responses

What would be helpful in supporting Mental Health and Well-being over the next four years?
(Only one answer is permitted so choose the one that best fits)



%	Person Icon	Answer
61%	(675)	focus on Mental Health and Well-being as everyday learning and practice
9%	(105)	focus on faith-based practices like Christian meditation and prayer
6%	(67)	equitable access to resources
5%	(57)	referral to outside supports and agencies
13%	(144)	continued access to school based resources (social work, professional learning,
6%	(66)	other (please share your idea in open-ended area of the ThoughtExchange)





Student Survey

Student Responses – Grades 9-12

What is the best way that your school can support your mental health and well-being? (up to 3 responses each)

Through learning about and practising Mental Health and Well-being strategies with my teacher	305	29.8%
Through learning about and practising Mental Health and Well-being strategies with a social worker	183	17.9%
Through learning about and practising Mental Health and Well-being strategies with support staff	95	9.3%
Through mindfulness and wellness walks	347	33.9%
Through Christian Meditation and prayer	63	6.1%
Through my faith and belonging	47	4.6%
Through good nutrition and exercise	393	38.3%
Through access to outside supports and agencies	210	20.5%
I am not sure	288	28.1%



Student Survey

Student Responses – Grades 6-8

I would like my teacher to help me (you may choose up to 3) – 1246 responses

... be a confident learner	416	33.39%
... read and write better	328	26.32%
... understand how money works	289	23.19%
... code and do robotics	284	22.79%
... self-advocate (ask for help)	281	22.55%
... problem solve	276	22.15%
... connect with nature	204	16.37%
... eat healthy and be active	191	15.33%
... use technology	181	14.53%
... self-regulate/control my feelings	163	13.08%
... be a good person like Jesus	111	8.91%
... understand and respect differences in others	83	6.66%
... make friends	71	5.70%
... understand that all people are gifts from God	26	2.09%
... math	5	0.40%
... other answers	98	7.87%



Being Well Strategy – 2021-2025

In conjunction with our Board Strategic Plan Renewal, our board underwent extensive consultations with our staff, families, students and community stakeholders to gather information on what was highest priority to address in the upcoming renewal of the Being Well Strategy. Through the “Thought Exchange” we were able to establish some key themes that were deemed to be important from these groups.

Four key themes emerged from these rich discussions. These themes informed the Being Well action plan for 2021-2025.

Equity and Inclusion

This theme was evident in our need to reflect all students in our system in everything that we do, with a holistic perspective especially those who identify as racialized and 2SLGBTQ+. Development of the whole student, and recognizing that we are all “Wonderfully Made” in God’s image.

Focus on Everyday Well-Being Practices

This theme was consistent with consultations in our previous strategy and continues to be an important theme. Mental health and well-being was consistently presented as being an important component to all that occurs in our schools and not an add on. Consistently with students, staff and families we heard that activities to support positive mental health and well-being should be integrated into every classroom.

Focus on Professional Development

This theme was evident especially with our staff in the importance of having high quality resources and training in the area of mental health that are integrated into the curriculum to ensure that we can imbed our Tier 1 practices in every classroom. Ensuring that staff have the training and resources that they need will also continue to build practices into the classroom creating environments that are ideal for learning for all students.

Focus on Communication

This theme continues to be present for our staff, students, families and community as we integrate technology into our classrooms and are able to communicate more effectively than we have in the past with multiple mediums. Having information at our fingertips in an inclusive manner so everyone can ensure they have what they need at the right time.

Schools are an ideal place for mental health promotion, prevention and early intervention. Through an evidence-based and systematic approach, we can help students flourish.

School Mental Health Ontario



2021-2025 – Being Well Action Plan

Priority #1 – Growing Awareness		
Organizational Conditions	Activities	Resources
<p>Building Awareness of Wellness Promotion and pathways to support</p> <p>Stigma Reduction</p> <p>Shared Language and understanding of mental health</p>	<p>Materials to support well-being in the classroom</p> <p>Understanding of Tier 1 roles in Schools</p> <p>Online Drop in opportunities for Staff, Students and Families</p> <p>Awareness building resources for staff</p> <p>Student presentations</p> <p>Integration of Mental Health Lens in Policy</p> <p>PD related to mental health</p> <p>Presentations in classrooms</p> <p>Sharing of Tip Sheets, Resources with families</p>	<p>School Mental Health Ontario web resources</p> <p>MHL's will promote resources and continue discussions at school meetings</p> <p>Jack.org</p> <p>SMHO resources, integration of Mental Health into practices throughout the system</p> <p>Integration of Being Well into policy review for stigma reduction and normalization</p> <p>School Mental Health Ontario</p> <p>Mental Health Lit</p> <p>Self Reg resources - TMC</p> <p>Mental Health Team</p> <p>SMHO resources, Mental Health Team</p>
Priority #2 – Enriching Understanding		
Organizational Conditions	Activities	Resources
<p>Promotion of Mental Health and Well-being for All</p>	<p>Christian Meditation</p> <p>Curriculum connections to equity in classroom</p> <p>Curriculum linked SEL resources</p> <p>Ongoing communication with families</p> <p>Social Media Promotion of Being Well</p>	<p>Christian Meditation Handbook</p> <p>We Are Wonderfully Made Resource</p> <p>SMHO Faith and Wellness Resources</p> <p>Student Mental Health Action Kit</p> <p>Provision of communication and resources from SMHO to Families through links to the Portal</p> <p>Ongoing update of Social Media, Sharing of Resources and Learning Opportunities</p>



2021-2025 – Being Well Action Plan CONTINUED

Priority #2 – Enriching Understanding <small>CONTINUED</small>		
Organizational Conditions	Activities	Resources
Professional Learning Opportunities	Suicide Prevention and Intervention Protocols Mental Health Literacy for Staff NTIP Mental Health Professional Development Resilience Focused education Open contact with MHL's and staff to provide consultations Integration of Multidisciplinary Learning Opportunities	SPIIP training for all PVNC staff annually in September, update of protocol MH Lit Online Course Dr. Joti Samra training, MH Lit Resources Special Education Staff study of Resilience PD opportunities with Program Staff through Summer Learning Institute, Lunch and Learns, Presentations, Staff Meetings
Clarity in Roles of Staff for Implementation	AIM Model Circle of Support PD ongoing support opportunities Utilization of resources in classroom Explicit Clarity of Roles	One Call Resource SMHO resource for each school community PD presentations ongoing Guidelines for the Selection of School Mental Health Events and Activities Ongoing Training on AIM model for continued role development of all staff
Priority #3 – Fostering Culture		
Organizational Conditions	Activities	Resources
Aligning with Equity Framework	Equity planning with Consultant Integration of Equity in Mental Health Programming Ongoing Role of Mental Health in Faith and Equity Equity, cultural competency and Mental Health PD Fostering Cultures of Belonging	Implementation of equity plan We Will Walk with our Children, We are Wonderfully Made resources, Building a Bridge by Fr. James Martin Faith and Equity Committee Participation Integrated PD to promote within all activities at PVNC Supports for students identifying as racialized and 2SLGBTQ+ Culturally Relevant and Responsive Pedagogy (CRRP)
Implementation of Evidenced Informed Programming	Growth Mindset Social Emotional Learning Monitoring of Practices to best meet student needs	Minds Up Curriculum Social Thinking Collaboration with SMHO for resources, strategies and modalities



2021-2025 – Being Well Action Plan CONTINUED

Priority #3 – Fostering Culture CONTINUED

Organizational Conditions	Activities	Resources
Community Partnerships	Being Well Portal Community Planning Tables Mental Health Supports in Schools WAG Environmental Stewardship	Ongoing update of community resources for students, staff and families Participation in networks in community and planning tables Partnership agreements with community agencies Ongoing relationships with Community agencies and partners through Wellness Advisory Committee activities Pathways to Stewardship and Kinship, Resources related to Eco-Anxiety management
Staff Well-being Promotion	Guarding Minds Survey and Focus Groups outcomes implementation Staff Well-Being Resources	Supports for staff in supporting mental health and well-being Safety protocols in schools Implementation of the National Standard for Psychological Health and Safety in the Workplace Portal sharing of resources and information to staff Staff Tier 1 activities to promote Being Well Staff resource page through the Loop
Quality Improvement through effective Monitoring and evaluation	Assessment Practices that Promote Well-being Support for monitoring Plan CBIPSAW Data Management Annual Action Plan Ongoing Reporting	Assessment for Learning, Deep Learning WAG, WIG, Student Engagement Updates for Trustees, Admin Council Annual Updates to promote well-being CLEVR conversion for documentation Provision of Annual plan for achievement of 4 year goals Provision of reports to the Ministry of Education and SMHO as requested



Capacity Building Focus Areas

System Leaders

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

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)
- ◆ Implementation of Tier 1 supports in schools
- ◆ Supporting students in Tier 2 and transitioning to Tier 3 supports in the community

School Leaders

- ◆ 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 Strategies at a Glance
- ◆ Guidelines for the Selection of School-Based Mental Health Activities
- ◆ School Mental Health LIT Online Modules
- ◆ Curriculum-linked Mental Health Resources

All Staff

- ◆ Mental Health First Aid
- ◆ safeTALK/START
- ◆ Compassion Fatigue and Self-care
- ◆ Everyday well-being practices
- ◆ Mental Health Support Resources & Services
- ◆ Mental Health LIT Online Modules



Leadership Structures

Mental Health and Well-Being Leadership Team

- ◆ Joan Carragher Director of Education
- ◆ Administrative Council Superintendents and Managers
- ◆ Laurie Corrigan Superintendent of Learning / Special Education
- ◆ Stephen O'Sullivan Superintendent of Human Resources
- ◆ Dr. Cynthia Chan Reynolds Psychologist / Manager of Student Services
- ◆ Jennifer Angelo Mental Health Lead
- ◆ Mandy Hamu Mental Health Lead, Family Focus
- ◆ Corrie McInroy Wellness Co-ordinator

Well-Being Implementation Group

- ◆ Superintendent of Special Education
- ◆ Superintendent of Human Resources or designate
- ◆ Mental Health Leads
- ◆ Psychologist
- ◆ Staff Wellness Co-ordinator
- ◆ Manager of Communication Services
- ◆ Special Education Support Staff Facilitator
- ◆ Faith Animator

- ◆ Religious Education and Family Life Consultant
- ◆ New Leaf Social Worker
- ◆ Indigenous Education Lead
- ◆ Student Achievement Consultant (HPE)
- ◆ MISA Lead

Well-Being Advisory Group

- ◆ Well-Being Implementation Group members
- ◆ CUPE Union Representative
- ◆ OECTA Union Representative
- ◆ Principal
- ◆ Equity Advisor
- ◆ Special Education Resource Teacher
- ◆ Information Technology Representative
- ◆ Chaplaincy Representative
- ◆ SEAC Representative
- ◆ Regional Healthy Schools Liaisons
- ◆ Community Mental Health Agency representation extended in all 4 areas of the board



Supporting Documents

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

<https://www.pvnccdsb.on.ca/our-board/living-our-faith/catholic-social-teaching/>

First Nations Wellness Continuum Framework

http://nnapf.com/wp-content/uploads/2015/01/24-14-1273-FN-Mental-Wellness-Framework-EN05_low.pdf

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

Ontario Catholic Leadership Framework

https://cpc.o.on.ca/files/2613/8446/1782/Catholic_School-Level_Leadership.pdf

Ontario Catholic School Graduate Expectations

<https://www.pvnccdsb.on.ca/our-board/living-our-faith/catholic-graduate-expectations/>

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_rep2011.pdf

PVNCDSB Board Multi-Year Strategic Plan

<https://www.pvnccdsb.on.ca/our-board/vision-mission-and-strategic-priorities/>

World Health Organization

<https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>



Web Resource List

Jack.org

<https://jack.org/covid>

The Collaborative for Academic, Social, and Emotional Learning

<http://www.casel.org/>

The Psychology Foundation of Canada

www.psychologyfoundation.org

Together to Live

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

Resources for Students, Parents and Families

PVNC Being Well Portal

<https://beingwell.pvnccdsb.on.ca/>

Kids Help Phone

www.kidshelpphone.ca

Regional Resources

<http://pvn.cc/cr>

Staff Mental Health

Employee Assistance Program

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

Psychology Foundation of Canada Resources

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

Resources and Toolkits for Schools and Educators

Canada's Eat Well Plate

<https://food-guide.canada.ca/en/tips-for-healthy-eating/make-healthy-meals-with-the-eat-well-plate/>

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

OPHEA Healthy Schools, Healthy Communities

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

School Mental Health Ontario

<http://smho-smsso.ca/>

Self-Regulation Resources from The MEHRIT Centre

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

Talking About Mental Illness (TAMI)

www.tamidurham.ca

TEACHResiliency

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





*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



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OCTOBER 2021



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