



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

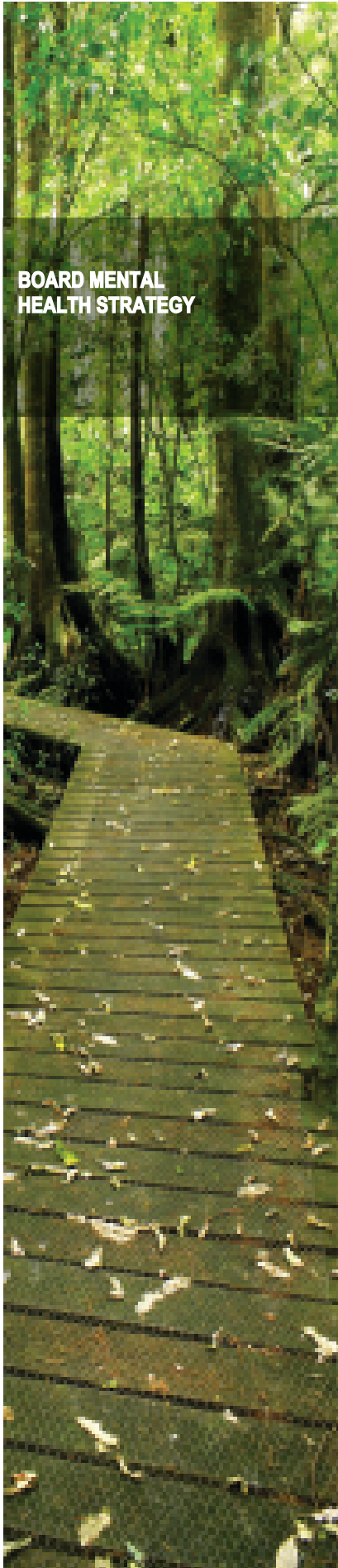
Mental Health and Addictions Strategy

Mission Statement

The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and becoming living witnesses of Christ.

March 2015

Revised November 2017



**BOARD MENTAL
HEALTH STRATEGY**



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Message from the Director of Education

The Mental Health and Addictions Strategy of the Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, recognizes and honours the responsibility of the entire community to reach out in faith, hope and love to serve students and staff struggling with the challenges of mental health and addictions.

The image of Christ dying on the cross reflects the brokenness, suffering and struggles of the world and the hope and promise that our Lord provides through prayer and faith. In Niagara Catholic, this suffering and brokenness is often recognized in the students and staff of our school communities who are struggling with matters of mental health and addictions. As a Niagara Catholic family, our Mission, Vision and Values places the needs of its struggling members at the heart of its concern.

The letter of St. Paul to the Corinthians reminds us that we are the Body of Christ in the world and "if one member suffers, all suffer together with it; if one member is honoured, all rejoice together." (1 Cor 12:26). As a Catholic community, we are called to bring healing, hope and a true sense of belonging to those who are suffering. True faith does not end at the image of Christ broken on the cross, but instead focuses on His Resurrection, and the hope and promise to new life and new beginnings.

Through the Niagara Catholic District School Board's Vision 2020 Strategic Plan, the annual System Priorities, the Board Improvement Plan for Student Achievement and the Niagara Catholic Mental Health and Addictions Strategy, the Board is committed to the facilitation and implementation of resources, programs, professional development and training.

Our multifaceted plan is in cooperation with a variety of local community partners that support the physical, social, emotional and spiritual well-being of our students and staff. Our multilayered strategy brings a focused awareness of mental health issues to students, teachers, administrators and all support staff to assist in eliminating the negative stereotyping often associated with mental health disorders. These plans will promote and sustain student and staff well-being and positive student behaviour within our inclusive, safe and healthy learning and work environment for staff and students at all Niagara Catholic District School Board sites.

Given the breadth, scope and impact of mental health and addictions challenges facing students and staff, Niagara Catholic recognizes the need for a continuous strategy and focus. The Niagara Catholic District School Board is committed to enhancing our Mental Health and Addictions Strategy based on resource mapping and the needs identified by our school communities and central office staff.

With the continued leadership, support and commitment of our expert and dedicated staff and community partners, we will continue to create loving, caring, inclusive, positive and safe environments for all students and staff.

As a Niagara Catholic family, together we can and will, continue to make a positive difference in the lives of our students and staff.

John Crocco
Director of Education/Secretary-Treasurer

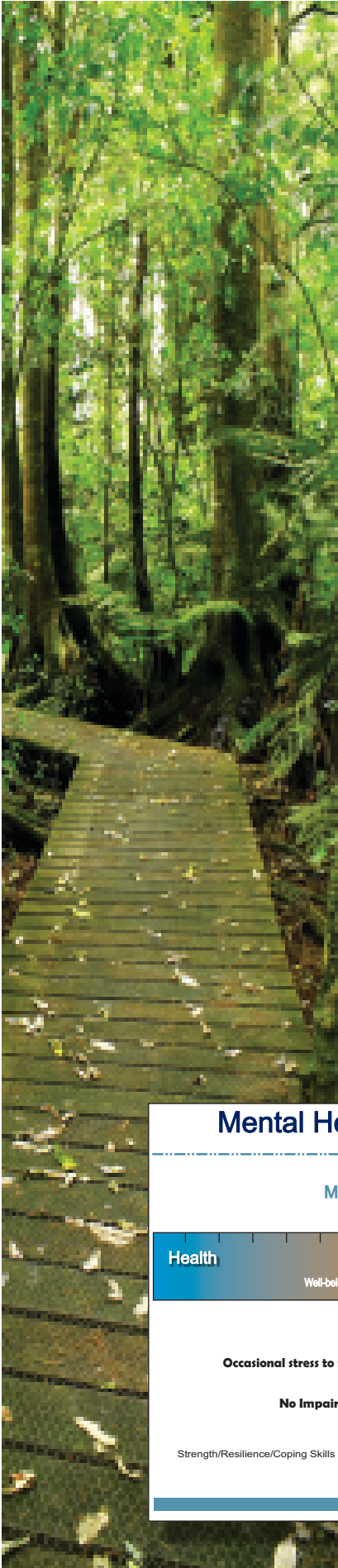
Nurturing Souls and Building Minds

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Mission Statement

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DEFINING MENTAL HEALTH AND ADDICTIONS

The definitions for mental health and addictions terminology are quoted from current research papers and reports, and provide a context for plan development.

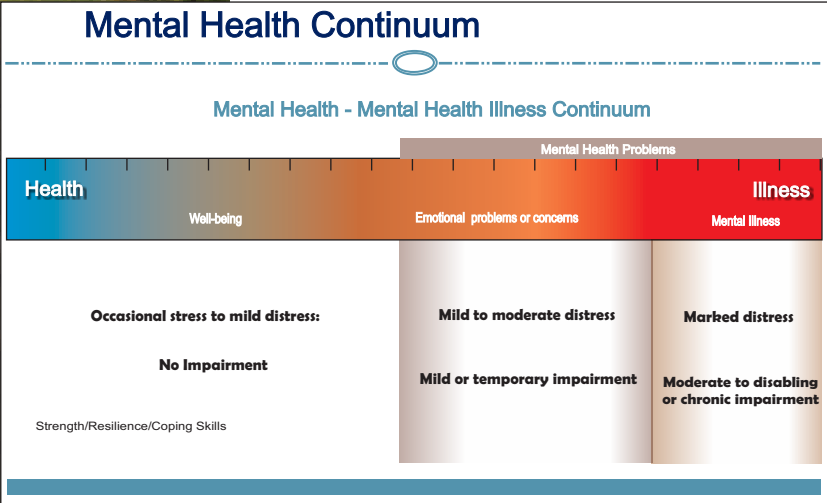
Positive mental health has been defined by the Public Health Agency of Canada as “the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections, and personal dignity” (Public Health Agency of Canada [PHAC], 2006,p.2).

Mental health is a state of successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity. Mental health is indispensable to personal well-being, family and interpersonal relationships, and contribution to community or society (Santor, Short, & Ferguson, 2009).

Mental illness is the term that refers collectively to all diagnosable mental disorders. Mental disorders are health conditions that are characterized by alterations in thinking, mood, or behaviour (or some combination thereof) associated with distress and/or impaired functioning (Santor et al., 2009).

Mental health problems [refers to] signs and symptoms of insufficient intensity or duration to meet the criteria for any mental disorder. Mental health problems may warrant active efforts in health promotion, prevention, and treatment (Santor et al., 2009).

“Addiction is a primary, chronic, neurobiologic disease, with genetic, psychosocial, and environmental factors” (Savage et al., 2003).



The Mental Health Continuum provides an overview of how states of mental health are differentiated by the amount of stress/distress and impairment involved. The lines differentiating states of mental health are not precise because it is not clear at which exact point a concern becomes a problem, or a problem becomes an illness.

Open Minds, Healthy Minds, Ontario's Comprehensive Mental Health and Addictions Strategy, lists one of its guiding goals as “improve mental health and well-being for all Ontarians”.

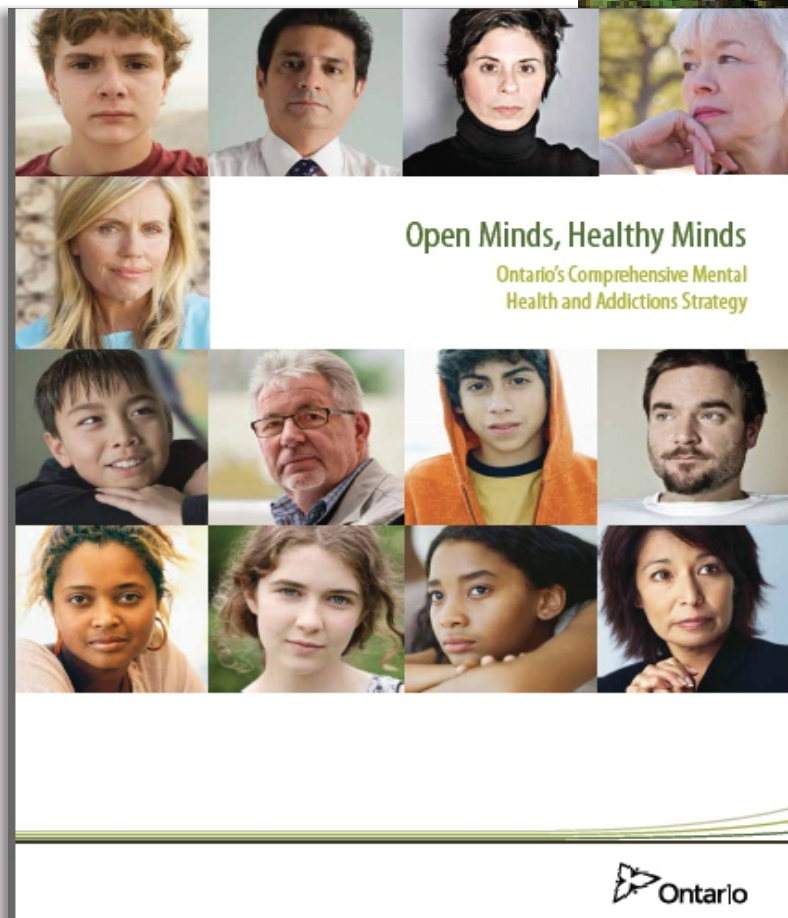
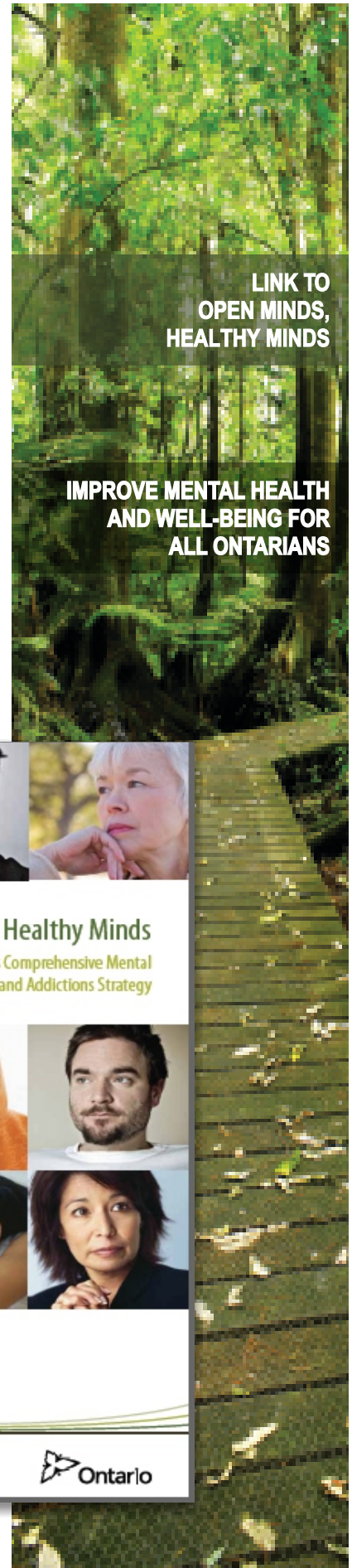
The following excerpt from the comprehensive strategy provides the rationale and key strategies to support this goal:

Good mental health is a resource for living. It enhances physical health and helps people succeed in school, at work and in their relationships and to contribute to our communities. People who feel good about themselves and their lives are more productive and less likely to take sick days. To improve their mental health, Ontarians must know how to manage stress and enjoy work-life balance. They need constructive ways to deal with negative emotions such as anger, sadness, fear and grief. They also need activities and interests that help them feel more self-confident and form supportive friendships.

These key strategies will help Ontarians develop the skills they need to manage stress and enhance their well-being:

- i. Laying the foundation for good mental health early in life.
- ii. Improving mental health literacy, fostering resilience and mental wellness.
- iii. Building school-based capacity.
- iv. Developing workplace programs.

(Open Minds, Healthy Minds - Ontario's Comprehensive Mental Health and Addictions Strategy, June 2011)





Niagara Catholic District School Board

MENTAL HEALTH AND ADDICTIONS STRATEGIES A Plan for Improving Mental Health and Addictions Supports

Short	Medium	Long
<ul style="list-style-type: none"> • Focus on shifting thinking from illness to wellness and resiliency • Mental health literacy training for identified Mental Health Champions in each elementary and secondary school • Implementation of youth engagement project at secondary schools led by identified student leaders, in partnership with Public Health Nurses • Continue the implementation and training of restorative practices and circles in schools • Sustainability of the annual Anti-Stigma Campaign in collaboration with Catholic Education Week • Sustainability of evidence-based programs (<i>Girls Talk, Roots of Empathy and Zones of Regulation</i>) • Monthly professional development sessions for Child and Youth Workers • Implementation of the Compassionate Care Response Protocol, to include postvention protocols for suicide and tragic death • Implementation of staff wellness activities • Student Wellness Summit 	<ul style="list-style-type: none"> • Sessions for Grade 8 and Grade 12 students in transition, in partnership with Public Health Nurses • Continue to increase staff mental health literacy through presentations, professional development workshops and educational sessions • The inclusion of mental wellness and mental health education in faith formation • Implementation of Principal Learning Sessions about mental health and wellness • Sustainability of evidence-based programs: <i>Roots of Empathy, Girls Talk and Zones of Regulation</i> • Training programs and mental health literacy for elementary school staff • Review data collected by Brock University from the research project on staff mental health literacy • Activating the wellness folder to post information on mental health and wellness created by the Staff Wellness Committee • Continue data collection and tracking of social work referrals with the Cardinal program • Implementation of youth engagement project at secondary schools led by identified student leaders in partnership with Public Health nurses 	<ul style="list-style-type: none"> • Development of creative and effective strategies to increase family engagement and participation • Sustainability of evidence-based programs: <i>Girls Talk, Roots of Empathy, and Zones of Regulation</i> • Implementation of staff training, and programming based on the results of research collected by Brock University • Continue to sustain AS/ST and <i>safeTALK</i> training annually • Expansion of the social work programs • Continue collaboration with local agencies and community partners including the identified Lead agency • Setting up student mental health or wellness teams in secondary schools
<p>Provide Support for Success Goals:</p> <ul style="list-style-type: none"> • Design Pathway to Care Program • Design awareness, prevention and intervention programs • Design clinical support counselling services 		

Child and Youth Mental Health and Addictions Initiatives



TIER ONE: PROMOTION

BUILDING CAPACITY IN CHILDREN AND YOUTH AWARENESS INITIATIVES



ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The journey of learning for students enrolled in Catholic Education is guided by the Ontario Catholic School Graduate Expectations which promote the knowledge, skills, values, attitudes and actions informed by faith. As disciples of Christ, students are empowered to search for true happiness and meaning in life. The promotion of good mental health, early identification and prevention of mental illness supports this awareness.

The Ontario Catholic School Graduate Expectations (Institute of Catholic Education, 2nd Edition, 2011), are addressed through this Mental Health and Addictions Strategy:


- a discerning believer formed in a Catholic community,
- a self-directed, responsible life-long learner,
- a collaborative contributor,
- a caring family member, and
- a responsible citizen.



THE FULLY ALIVE PROGRAM SUPPORTING FAMILY LIFE EDUCATION

The *Fully Alive Program* supporting Family Life Education has been designed to encourage students enrolled in Niagara Catholic elementary schools to become people who are fully alive in the spirit of God. The program provides a distinctively Catholic view of human life, sexuality, marriage, and family complementing the efforts of parents. The five themes focus on positive self-esteem, identifying and living with emotions including grief and stress, promoting healthy relationships and decision making, and managing familial change, which supports awareness and age-appropriate education about mental health and addictions.

Teachers of Grades 7 and 8 students can also access supplementary lessons from the Catholic Association of Religious and Family Life Educators of Ontario (CARFLEO) on stress and grief, bullying prevention, suicide prevention and mental health and addictions.



GRADE 9 RELIGION CLASSES HOPE, DIGNITY AND OUR COMPASSIONATE RESPONSE

The Niagara Catholic District School Board has committed to educating our students on the importance of mental wellness and how to cope with difficult situations. These lesson plans include:

- Dignity of the Human Person
- Mental Health and Mental Illness
- The Stigma of Mental Illness
- Addressing the Stigma of Mental Illness
- Primary and Secondary Relationships
- Discerning Healthy Relationships
- The Triple A: Anxious About Anxiety
- Letting Go of Our Anxieties
- Substance Abuse
- Self-Care Kits and How to Cope

The Living Skills Expectations in the Health and Physical Education Curriculum are critical to the delivery of the overall and specific expectations identified in the three strands in the curriculum document. The Living Skills are taught and evaluated as an integral part of the Healthy Living, Movement Competence and Active Living Strands and are not to be delivered in isolation. The Living Skills sub-groups of Personal Skills, Interpersonal Skills and Critical and Creative Thinking encourage teachers to consistently address critical issues in Mental Health throughout the entire Health and Physical Education curriculum.

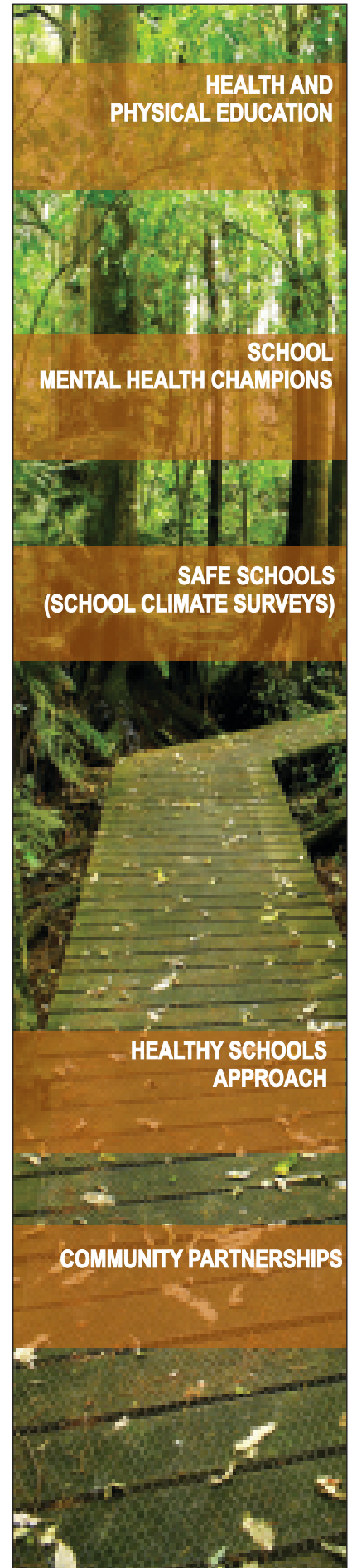
All schools have identified one (1) Mental Health Champion, to act as a liaison between the Mental Health Lead and their identified school. The Mental Health Champions have identified goals for the school, and will meet as a large group to work collaboratively on school initiatives to promote positive mental health. The Board Mental Health Team communicates Board initiatives and information to all school staff through the Mental Health Champions.

The School Climate Surveys are part of a comprehensive bullying prevention strategy to reduce incidents and fundamentally change attitudes toward bullying. The Ministry of Education and Niagara Catholic District School Board are committed to building and sustaining a positive school climate for all students in order to support their education so that all students reach their full potential.

School Climate Surveys are tools that can help Safe and Accepting Schools Teams identify the nature and extent of bullying problems. The survey includes students (Grades 4 – 12), teachers and school staff, and will invite parents in the community to provide timely input and/or recommendations to school administrators on bullying prevention strategies. Initial assessment provides a baseline. Ongoing assessment determines whether programs are effective at reducing bullying and improving the school climate, and whether they continue to be relevant for schools over time. The survey results assist Safe and Accepting Schools Teams in determining the needs of the school and making decisions on effective bullying-prevention programming.

In collaboration with Niagara Region Public Health, school staff and nurses are implementing the healthy schools framework to support student health. Through curriculum, school leadership, youth engagement, and home, school and community partnerships, staff from schools and Niagara Region Public Health are impacting student success. The focus is on attendance, behaviour, cognition, development, and engagement through the healthy schools approach.

In partnership with community agencies, the Niagara Catholic District School Board attends a community support information evening for families. This evening provides parents with information about community resources available for children and youth with autism, developmental disabilities, learning disabilities and mental health concerns. Representatives from each of the agencies are present to speak directly with parents and provide information regarding supports and how to access services.





FEMALES USING ENERGY FOR LIFE (FUEL)

Females Using Energy for Life (FUEL) is an after-school, girls-only, non-competitive physical activity program designed to encourage female youth to be more active and learn more about all aspects of health, including mental health and addictions.



GIRLS TALK

The *Girls Talk* program provides a safe place for young women to connect with each other and to learn about depression and its contributing factors. Young women will develop self-awareness, coping strategies and critical thinking skills through artistic and recreational activities. The topics covered during the sessions were determined through the validity project (from the voices of young women) and through research conducted by the Centre for Addiction and Mental Health about factors influencing young women and depression. They include depression, stigma, stress, relationships, self-esteem, media and body image. The purpose of this program is for young women to focus on their own personal power, self-esteem and sense of purpose. This program is facilitated by Child and Youth Workers in all Niagara Catholic secondary schools.



ROOTS OF EMPATHY (ROE)

Roots of Empathy (ROE) is an evidence-based program that has shown dramatic effect in reducing levels of aggression among school children while raising social and emotional competence and increasing empathy. The program reaches elementary children from Early Years to Grade 8. *Roots of Empathy* focuses on raising levels of empathy, resulting in more respectful and caring relationships and reduced levels of bullying and aggression. In the Niagara Catholic District School Board, *Roots of Empathy* is facilitated by Child and Youth Workers and Early Childhood Educators.



ZONES OF REGULATION

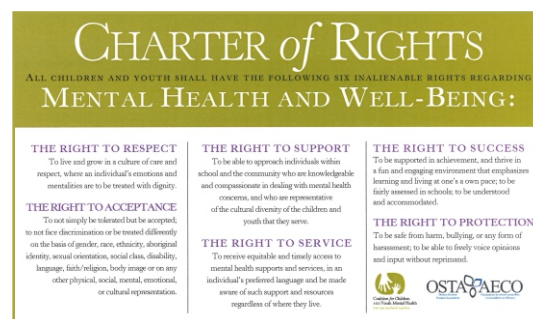
The *Zones of Regulation* program is a systematic, cognitive behaviour approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. This curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts. By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition, the curriculum is designed to help move students toward independent regulation. Child and Youth Workers facilitate the *Zones of Regulation* program in all Niagara Catholic elementary schools.



STRENGTHENING FAMILIES



Strengthening Families is a parent event funded by Family and Children Services (FACS) Niagara. The goal of the project is to produce an evidence-based program

model appropriate for families and communities with at-risk youth between the ages of 12 to 16 years, in the Niagara Region. The program has evaluated outcomes, increased positive parenting practices, increased overall family strengths and resilience and improved social skills in youth.



CHARTER of RIGHTS
ALL CHILDREN AND YOUTH SHALL HAVE THE FOLLOWING SIX INALIENABLE RIGHTS REGARDING
MENTAL HEALTH AND WELL-BEING:

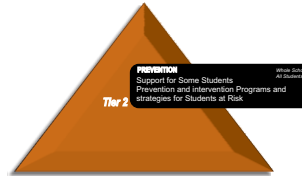
THE RIGHT TO RESPECT To live and grow in a culture of care and respect, where an individual's emotions and mentalities are to be treated with dignity.	THE RIGHT TO SUPPORT To be able to approach individuals within school and the community who are knowledgeable and compassionate in dealing with mental health concerns, and who are representative of the cultural diversity of the children and youth that they serve.	THE RIGHT TO SUCCEED To be supported in achievement, and thrive in a fun and engaging environment that emphasizes learning and living to one's own pace to be fairly assessed in schools to be understood and accommodated.
THE RIGHT TO ACCEPTANCE To not simply be tolerated but be accepted, without discrimination or be treated differently on the basis of gender, race, ethnicity, aboriginal identity, sexual orientation, social class, disability, language, faith/religion, body image or on any other physical, social, mental, emotional, or cultural representation.	THE RIGHT TO SERVICE To receive equitable and timely access to mental health supports and services, in an individual's preferred language and be made aware of such support and resources regardless of where they live.	THE RIGHT TO PROTECTION To be safe from harm, bullying, or any form of harassment, to be able to freely voice opinions and input without reprimand.

OSTA/AECO Student Trustees from across Ontario worked closely with the Coalition for Child and Youth Mental Health to produce the Charter of Rights for Mental Health and Well-Being. The Charter was published by OSTA - AECO in May 2010.

TIER TWO: PREVENTION

BUILDING CAPACITY MENTAL HEALTH IN CHILDREN AND YOUTH PREVENTION INITIATIVES



In partnership with the Ministry of Child and Youth Services (MCYS), the Ministry of Education (EDU) and the Ministry of Health and Long-Term Care (MOHLTC), Working Together for Kids' Mental Health is a provincial strategy to support better outcomes for children and youth with mental health needs. Working Together is implemented at a community level, and is supported by a lead child and youth mental health agency identified for each community.

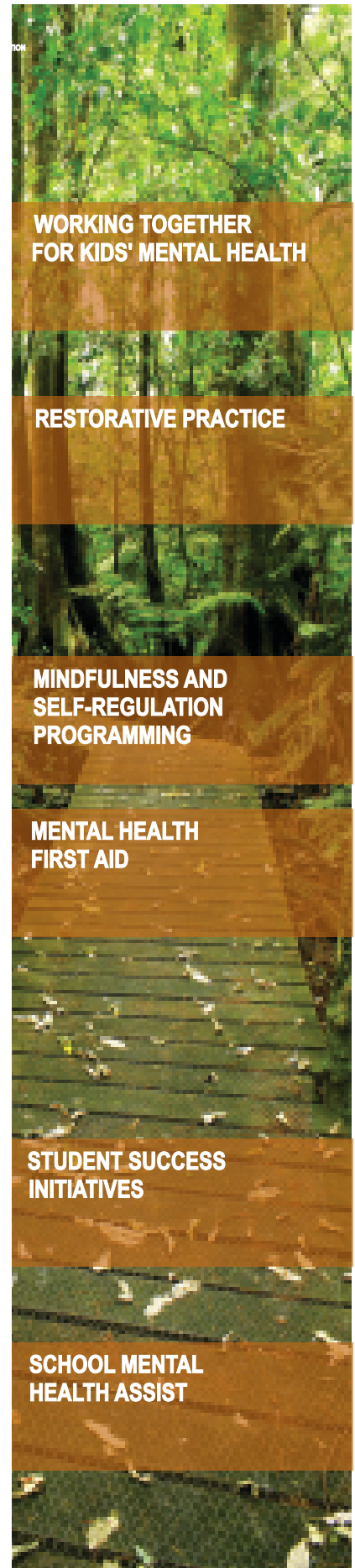
The NCDSB is utilizing restorative practices in schools, with a focus on relationship building. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do occur. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance. These practices have been delivered through professional development with Child and Youth Workers, Mental Health Champions and Faith Ambassadors.

As a continuation of the EDI Knowledge Mobilization, all Kindergarten teams have received resources and professional development focusing on the vulnerability domains of social competence and emotional maturity. The MindUP Curriculum, self-regulation, and well-being are a focus in all kindergarten classrooms.

Over 100 Niagara Catholic staff have participated in the Mental Health First Aid: For Adults Who Interact With Youth Ages 12 to 24 training. Mental Health First Aid (MHFA) is the help provided to a person developing a mental health problem or experiencing a mental health crisis. Just as physical first aid is administered to an injured person before medical treatment can be obtained, MHFA is given until appropriate treatment is found or until the crisis has been resolved. Staff include: Child and Youth Workers, Secondary Success Teachers, Stay-in-School-Coordinator, Secondary Health and Physical Education Teachers, Health and Physical Education Consultant, Chaplaincy Leaders, Religion Consultant and Special Education Department Staff.

Under the umbrella of Student Success, professional development workshops have been offered on several mental health related topics in partnership with Niagara Region Public Health Department (NRPH), Pathstone Mental Health, Schizophrenia Society of Hamilton, Dr. Jean Clinton, Community Addictions Services of Niagara, Community Care Access Centre and the Niagara Health System.

The School Mental Health ASSIST (SMH-ASSIST) is a provincial implementation support team designed to build system and school capacity to support students with mental health and addictions needs. The ASSIST team supports educator professional learning opportunities and capacity building with online and paper resources focused on addressing mental health and addictions needs.



ASIST (APPLIED SUICIDE INTERVENTION SKILLS TRAINING) ROLLOUT

The Niagara Catholic District School Board has invested in internal Applied Suicide Intervention Skills Training (ASIST) trainers to continue to train staff in suicide intervention. Trained staff include:

- Senior Administrative Council
- Board and Human Resources Staff
- Principals/Vice-Principals
- Elementary and Secondary Teachers
- Behaviour and Educational Resource Teachers
- Chaplaincy Leaders
- Child And Youth Workers
- Guidance Staff
- Special Education Coordinators
- Student Success Teachers

SAFETALK

The Niagara Catholic District School Board has invested in internal safeTALK trainers to continue to train staff in suicide awareness. Training is also offered on a voluntary basis through the Staff Wellness Committee. Trained staff include:

- Board Staff
- Educational Assistants
- Grades 7 and 8 Teachers
- Grade 9 Religion Teachers
- Secondary Secretaries
- Child and Youth Workers
- Select staff and students in secondary schools

Ontario's Mental Health and Addictions Strategy: Children and Youth *The First Year*

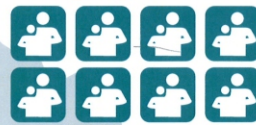
20,000 more

Children & youth getting services.
30,000 more over the next few years.



Over **400**

New mental health workers in communities, schools and courts.



New

Aboriginal mental health workers for high needs Aboriginal communities this summer.



Expanded

Telepsychiatry services for kids in remote, rural & underserved regions this fall.

144

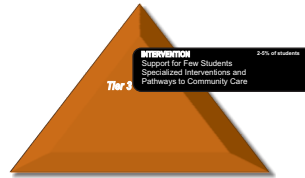
New mental health & addictions nurses in schools this fall.



 Ontario

TIER THREE: INTERVENTION

BUILDING CAPACITY MENTAL HEALTH IN CHILDREN AND YOUTH INTERVENTION INITIATIVES



The Mental Health Lead for the Niagara Catholic District School Board assists in the coordination of mental health services internally and externally. The Lead implements and facilitates training and acts as a liaison for community agencies in regards to mental health initiatives and system level changes.

Niagara Catholic District School Board has Social Workers who consult with schools about behaviour management, social-emotional issues, social skills development and anger management, to facilitate academic success for students. The Social Workers provide services to students with mild to moderate mental health and addiction issues, and youth whose clinical presentation is appropriate for treatment within a school-based setting.

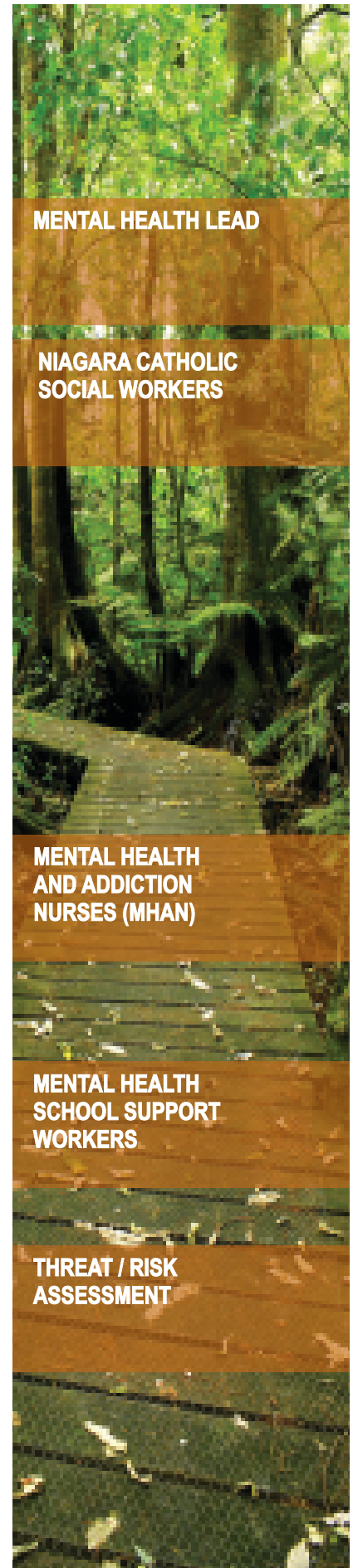
In addition, the Social Workers offer clinical intervention and support to students and families, and conduct psycho-social assessments and develop treatment plans for students. They liaise with community agencies to ensure effective responses to students and families through community referrals.

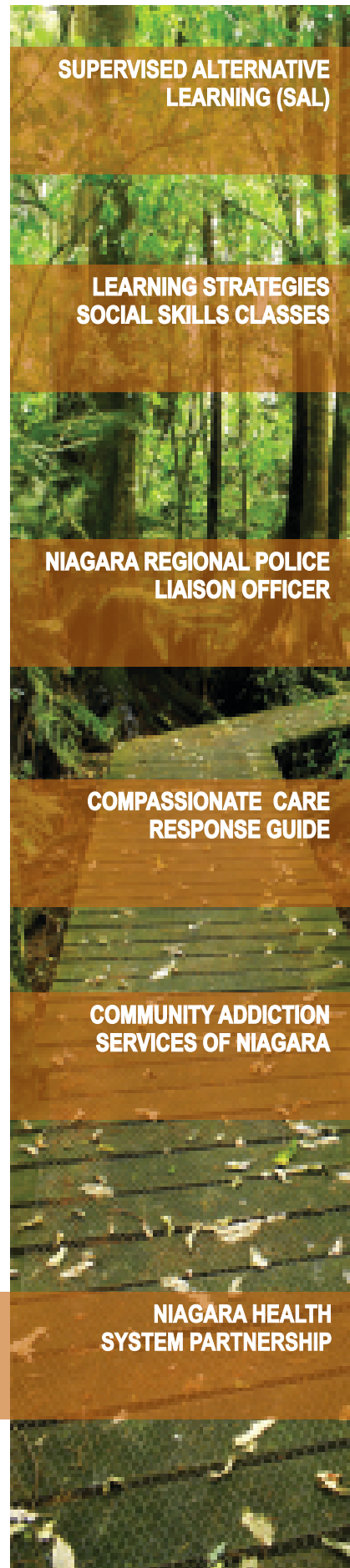
While working with students the Social Workers also consult, mediate, advocate and problem solve with principals and school teams and work cooperatively, as part of a multi-disciplinary team, with staff and students.

Community Care Access Centre (CCAC) has partnered with the Niagara Catholic District School Board to support schools in recognizing and responding to student mental health concerns. The Mental Health and Addictions Nurses (MHAN) work with students who may have mild to complex mental health and/or substance abuse issues. They also consult with school staff regarding a mental health diagnosis, or about students who are transitioning back to school from hospital/institution.

Pathstone Mental Health has been allocated resources for mental health workers to support students. The Mental Health School Support Workers provide direct services to students, which may include counselling, therapy, short term and crisis intervention, group therapy and support for key transitions to enhance student achievement.

Threat Assessment/Crisis Intervention (related to self-harm/suicide threat or other crises) is provided by the Niagara Catholic Supervisor of School Counselling Services as requested by the Niagara Catholic District School Board Safe and Accepting Schools Teams. Some school administrators have completed Level 1 Threat Assessment training delivered by Kevin Cameron.





SUPERVISED ALTERNATIVE LEARNING (SAL)

The Supervised Alternative Learning (SAL) Program enables the Supervised Alternative Learning Committee of Niagara Catholic to excuse students from 14 to 17 years of age from attending school, while they continue to participate in learning under the supervision of the Board or a school of the Board. The goal is to maintain a connection to learning for these students and to support their continued progress towards graduation or achievement of other educational and personal goals.

LEARNING STRATEGIES SOCIAL SKILLS CLASSES

The Learning Strategies Social Skills Classes are specialized low ratio placement classes for primary and junior students. The classes create a learning environment to support students to reach their spiritual, academic and social emotional potential with the support of a teacher and Child and Youth Worker. Strategies and opportunities are provided for students to develop self-regulation, and problem solving strategies in social conflict situations using a Christ-centered, faith-based approach. Each student's Individualized Educational Plan (IEP) is developed, reviewed and monitored on a regular basis.

NIAGARA REGIONAL POLICE LIAISON OFFICER

The Niagara Regional Police Service School Resource Officer (SRO) Program aims to reduce the barriers between youth and police. The School Resource Officers engage with students, staff and parents in a proactive and positive way, providing a consistent police presence and developing meaningful relationships with area youth. School Resource Officers become part of the school community, with the goals of assisting and ensuring safe learning environments for all members of the school community.

COMPASSIONATE CARE RESPONSE GUIDE

The Mental Health and Chaplaincy Teams have collaborated on a Niagara Catholic Compassionate Care Response Guide for grief and loss, and a Protocol for Suicide Prevention, Intervention and Postvention. Schools have procedures and crisis response teams to support the response at the school level. These procedures incorporate our Catholic Faith and clinical responses, to ensure that staff and students feel supported during a time of loss, crisis or trauma.

COMMUNITY ADDICTION SERVICES OF NIAGARA

Community Addiction Services of Niagara (CASON) is a member of Addictions Ontario and the Ontario Federation of Community Mental Health and Addictions Programs. CASON is funded by the provincial government through the Hamilton Niagara Haldimand Brant Local Health Integration Network (HNHB LHIN). CASON is committed to excellence and collaboration in the provision of a comprehensive client-centered community based service for individuals and families with addiction concerns. The practice offers services to the youth community with alcohol, drug and gambling issues and values family involvement. CASON has a positive history of supporting Niagara Catholic District School Board secondary students.

NIAGARA HEALTH SYSTEM PARTNERSHIP

The Niagara Health System (NHS) and the Niagara Catholic District School Board have open communication about students who have been hospitalized for mental health concerns or thoughts of suicide. The Niagara Catholic District School Board is informed about the discharge meeting so that a representative can attend the meeting to participate in the creation of a transition plan back into the school. The NHS is currently in the process of creating a Student Care Coordination Plan for schools to support students.

Niagara Catholic Alternative Learning

The Pope Francis Centre

The Pope Francis Centre motto is “A place where all are welcome”. The Pathway to Care Program provides students who may struggle with learning in a traditional school setting with a supported learning environment, where they can work on independently selected programming, credits and receive individualized supports.



The Pope Francis Centre offers **Fresh Start, Jump Start, Parent Support and Mental Health and Addictions** programs to support student achievement and well-being.

These programs and supports are integrated with the following opportunities:

Independent Learning: With the guidance and support of staff, students work on and complete their course of study.

Community Involvement: Students participate in community service activities.

Healthy Living: Students participate in Healthy Living activities including physical education, addiction and mental health guest speakers.

Nutrition for Learning: Providing healthy breakfasts, lunches and snacks for students to help them be ready to learn.

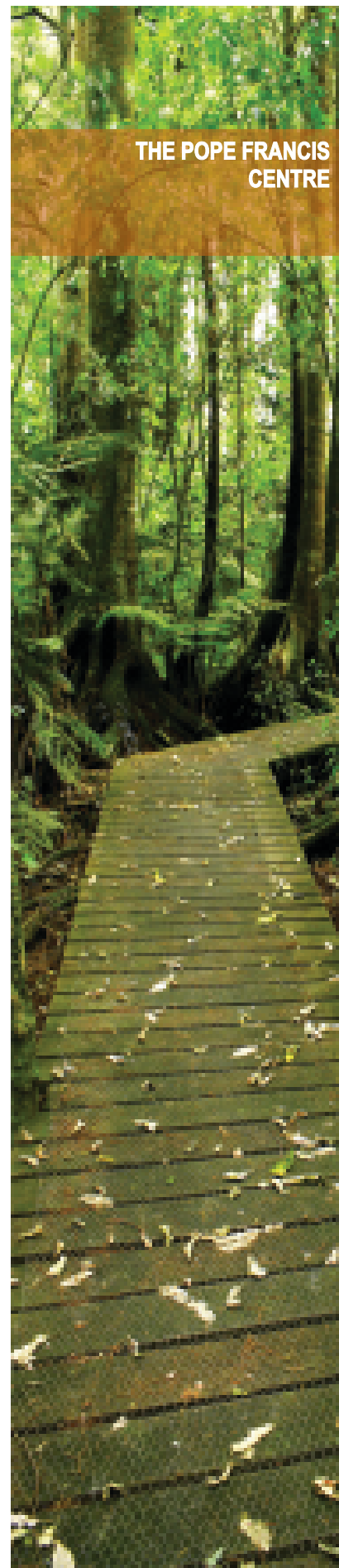
Pathways Planning: Career planning, Co-operative Education, trips to Niagara College, connections with Job Gym and experiential learning activities.

Personal Life Management: Regular meetings with the CYWs to discuss personal, socio-emotional, and behavioural issues and to develop problem solving skills.

Goal Setting: To develop goals related to the successful reintegration to the home school.

Mental Health Supports

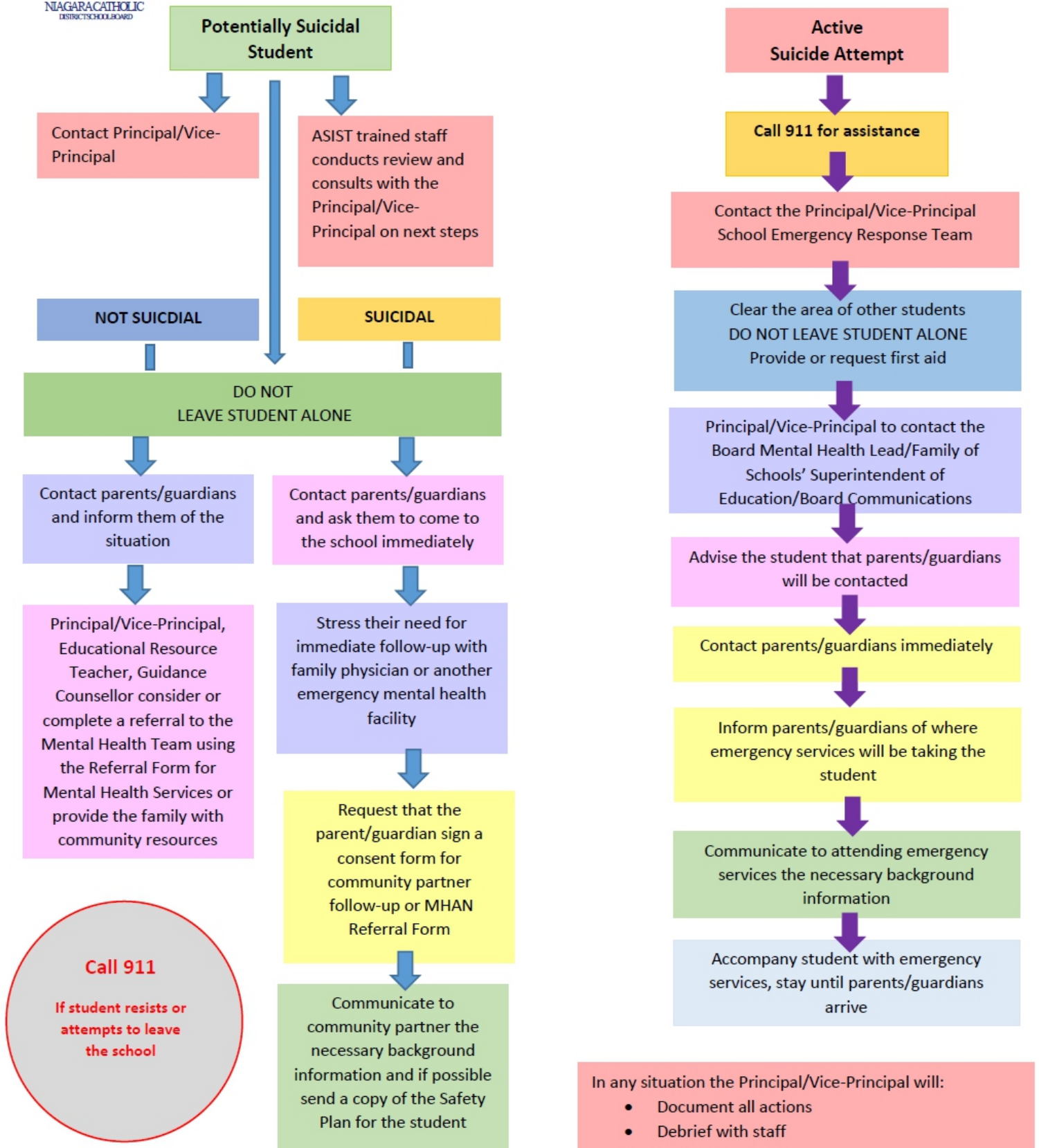
- Access to counselling and social work services are provided by Social Workers, including drop-in sessions for students two afternoons per week.
- Access to drop in sessions with a Mental Health and Addictions counsellor from Community Addictions Services of Niagara two mornings per week.
- Support from two Child and Youth Workers to assist with emotional and self-regulation.
- Access to programs that allow students to target individual needs and interests, along with physical activities working with the Child and Youth Workers to learn life skills.
- The Pope Francis Centre has various community partners visiting the site to engage students in activities including Job Gym through the John Howard Society, and guest speakers.





School Suicide Intervention Protocol

Student Makes a Threat to Self



Note: A report must be made to Family and Children’s Services when the parents/guardians refuse or are reluctant to cooperate with the schools in accessing assistance for the student.

Internal Services : Student Makes a Threat to Other(s)

Step 1

- The Principal/Vice-Principal contacts Mental Health Lead for consultation.

Step 2

- The Principal/Vice-Principal with the School Team and the Mental Health Lead will determine level of risk to others.

Step 3

- If it is determined that the student poses an imminent threat to other students in the school or the community, a Community Threat Assessment will be called by the Principal/Vice-Principal and the Mental Health Lead.
- The Community Threat Assessment will be held at the school within 48 hours, with the attendance of community partners and the parent(s)/guardian(s) of the student.

Step 4

- As part of the Community Threat Assessment, the Principal/Vice-Principal will present a school plan of action to the parent (s)/guardian(s) and student.
- There will be ongoing communication with the community partners who support the student.

Mental Health Referral Process: Pathstone School-Based Therapist, MHAN Nurses and Niagara Catholic Social Worker Referrals

Step 1

- The Principal/Vice-Principal with the school team will ensure that school based supports and classroom strategies are being implemented.
- The Principal/Vice-Principal will determine if a referral is required to support the mental health concerns of the student.

Step 2

- The Principal/Vice-Principal will complete the appropriate *Referral Form* and will submit it to the Mental Health Lead.
- The Mental Health Lead will assess the referral, will determine if a follow-up is required with the school, and will forward the file to the appropriate service.

Step 3

- The Pathstone School-Based Therapist or the Niagara Catholic Social Worker or the MHAN-Nurse will open the file and will contact the school and parent(s)/guardian(s) to activate services for the student.

Step 4

- Pathstone School-Based Therapist/NCDSB Social Worker/MHAN-Nurse will communicate with the school and parent(s)/guardian(s) on an ongoing basis.

Step 5

- Upon completion of the services the Pathstone School-Based Therapist/NCDSB Social Worker/MHAN-Nurse will contact the school/parent(s)/guardian(s) to provide feedback and close the file.

Criteria for Services

- * If a Principal/Vice-Principal is unsure if a referral is appropriate, contact Andrea Bozza, Mental Health Lead.
- * If the student is at imminent risk, call 911 or take the student to the hospital.

Mental Health and Addictions Nurse (MHAN)	Social Worker
<ul style="list-style-type: none"> • Hospitalization of student for a mental health concern • High risk behaviour that is a threat to self • Complex mental health diagnoses (multiple diagnoses) • Concerns with medication for mental health issues (nurses can assist with medication management) • Student returning from a section class/in patient/youth justice system • Students with suicidal ideation accompanied by a plan 	<ul style="list-style-type: none"> • Frequent episodes of sadness, or depression not surrounding a situational event • Social withdrawal or isolation • Concerning content in the student's drawings or writing • Decreased interest in previously enjoyed activities • Sudden changes in appetite or sleep patterns (insomnia or increased sleepiness) • Excessive school absenteeism or tardiness- Please speak to a parent about the attendance issue first, and explore why the child may not be attending • Abnormal mood swings (e.g., happy one minute, upset the next) • Substance use • Learning or attention problems (such as ADHD) accompanied with other behaviours or emotional issues • Excessive anger, acting out, bedwetting or eating disorders • Problems in transitions (following separation, divorce, or relocation)
Role	Role
<ul style="list-style-type: none"> • Bridging services after a student is hospitalized for mental health concerns • Safety Planning • Medication Management • School or in-home services 	<ul style="list-style-type: none"> • Clinical therapy for students • Consultation with the family and school about treatment goals

External Pathways to Mental Health Services

Step 1

- Family and/or professional contacts *Contact Niagara*, to inquire about available community services/initiate a referral, OR a referral form is received from physician or hospital.

Step 2

- *Contact Niagara* responds to the family to discuss options/next steps.

Step 3

- Initial information is gathered to determine the most appropriate service (Pathstone Mental Health, Niagara Health System, Children's Clinic, Bethesda Children's Services, Community Living Agency).

Step 4

- *Contact Niagara* schedules intake appointment with the caregiver/youth to complete an intake. The intake includes collecting demographics, history and psycho-social information, and the completion of a screening tool.

Step 5

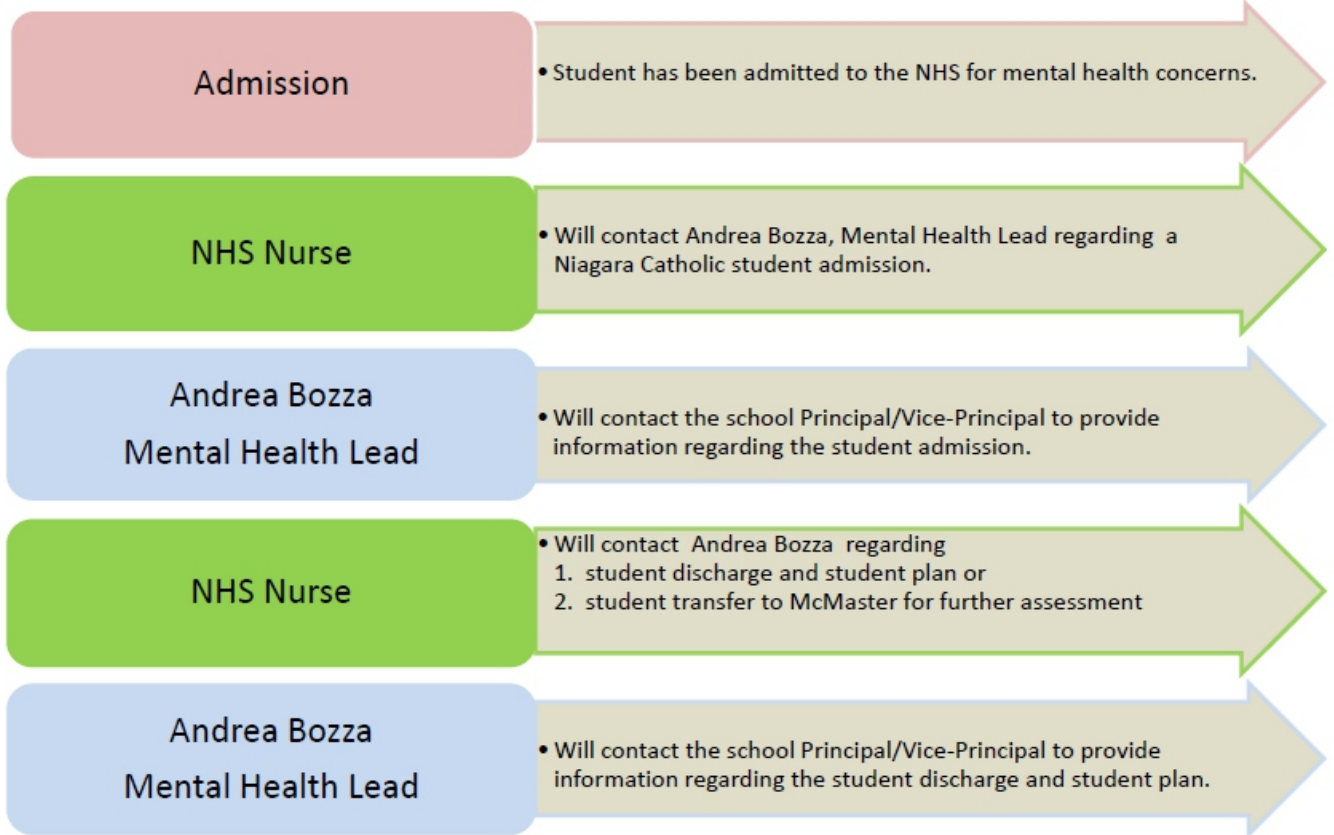
- Once the intake is complete, options are discussed with the caller, and a copy of the intake package is sent (with consent) to the community partner, and a copy is also sent to the caregiver/youth.

Step 6

- Family will be contacted by the selected agency and services will be activated.

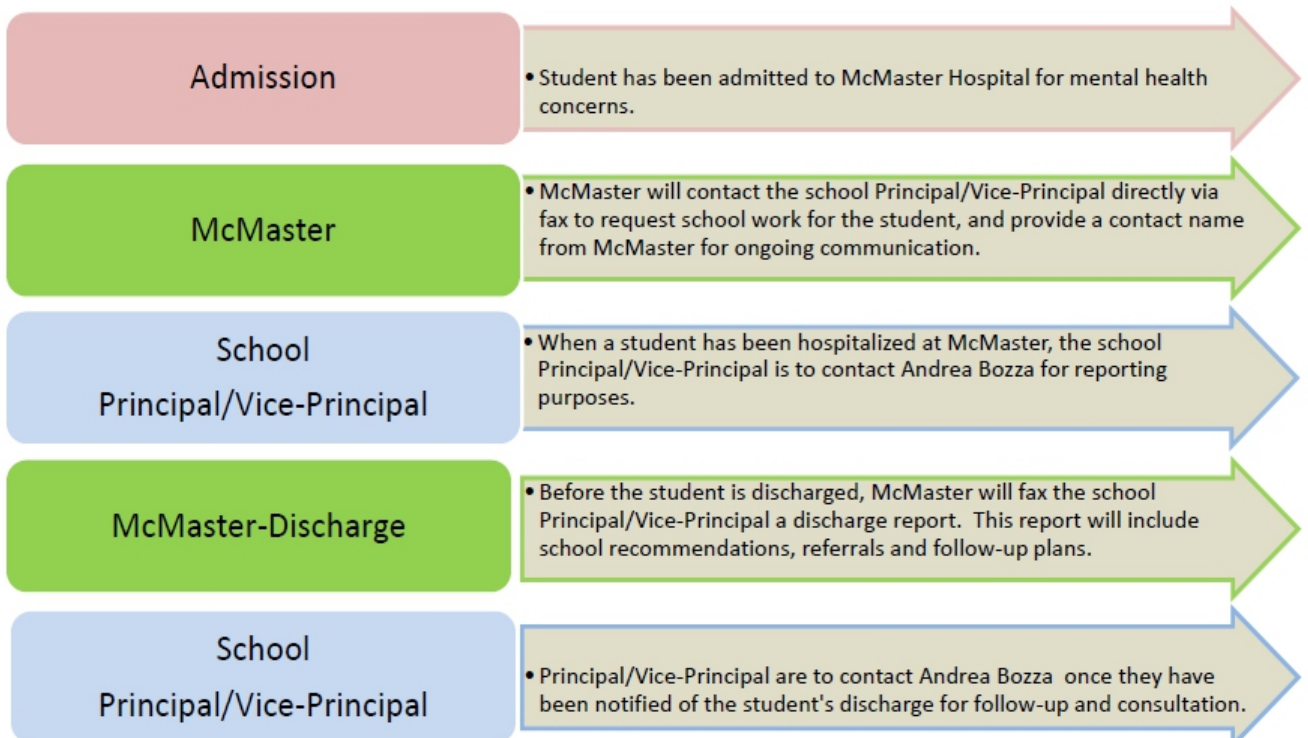


Mental Health and Addictions Process for the Niagara Health System (NHS)



Mental Health and Addictions Process for McMaster Hospital

(This may be following a transfer from the NHS or be the first point of contact)





Mental Health and Addictions Referral Form: Social Worker Services

Please scan and send electronic copies of completed forms, including consent forms and any accompanying documents to Mental Health Lead, Andrea Bozza (andrea.bozza@ncdsb.com). Retain original copies at school in a locked drawer or cabinet. DO NOT FILE IN THE STUDENT'S OSR.

School: _____	Grade: _____								
Student's Name: _____ <div style="display: flex; justify-content: space-between; width: 90%; margin: 0 auto;"> Last Name First Name </div>	_____ Date of Birth: (yyyy/mm/dd)								
Student resides with: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other Address: _____	Phone #: _____ Cell #: _____								
In the case of joint custody, consent is required from both parents/guardians. Mother's Name: _____ <div style="display: flex; justify-content: space-between; width: 90%; margin: 0 auto;"> Last Name First Name </div> Contact Number: _____	Address if different from student's _____								
Father's Name: _____ <div style="display: flex; justify-content: space-between; width: 90%; margin: 0 auto;"> Last Name First Name </div> Contact Number: _____	Address if different from student's _____								
Legal Guardian's Name: _____ <div style="display: flex; justify-content: space-between; width: 90%; margin: 0 auto;"> Last Name First Name </div> Contact Number: _____	Address if different from student's _____								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Student's Strengths</td> <td style="width: 50%; border: none;">Student's Interests</td> </tr> <tr> <td style="border: none;">1. _____</td> <td style="border: none;">1. _____</td> </tr> <tr> <td style="border: none;">2. _____</td> <td style="border: none;">2. _____</td> </tr> <tr> <td style="border: none;">3. _____</td> <td style="border: none;">3. _____</td> </tr> </table>		Student's Strengths	Student's Interests	1. _____	1. _____	2. _____	2. _____	3. _____	3. _____
Student's Strengths	Student's Interests								
1. _____	1. _____								
2. _____	2. _____								
3. _____	3. _____								

REASONS FOR REFERRAL

Please identify in detail observable behaviours in the following areas: Social Emotional, Classroom Conduct, Mood/Sense of Self, Physical Concerns, etc.

1. _____

2. _____

3. _____

External Agency Interventions/Supports:

<input type="checkbox"/> CONTACT Niagara	<input type="checkbox"/> past	<input type="checkbox"/> present	Contact: _____	Phone: _____
<input type="checkbox"/> FACS involvement	<input type="checkbox"/> past	<input type="checkbox"/> present	Contact: _____	Phone: _____
<input type="checkbox"/> Niagara Health System	<input type="checkbox"/> past	<input type="checkbox"/> present	Contact: _____	Phone: _____
<input type="checkbox"/> Pathstone	<input type="checkbox"/> past	<input type="checkbox"/> present	Contact: _____	Phone: _____
<input type="checkbox"/> Bethesda	<input type="checkbox"/> past	<input type="checkbox"/> present	Contact: _____	Phone: _____
<input type="checkbox"/> Probation Services	<input type="checkbox"/> past	<input type="checkbox"/> present	Contact: _____	Phone: _____
<input type="checkbox"/> Psychiatrist/Psychologist	<input type="checkbox"/> past	<input type="checkbox"/> present	Contact: _____	Phone: _____
<input type="checkbox"/> Other:				

Action(s) at School Level:

<input type="checkbox"/> Positive Behaviour Plan/Safety Plan	<input type="checkbox"/> IST	<input type="checkbox"/> Student Success Team	<input type="checkbox"/> Area Team
<input type="checkbox"/> Call Home	<input type="checkbox"/> Sent to Office	<input type="checkbox"/> Teacher Detention	<input type="checkbox"/> Office Detention
<input type="checkbox"/> Attendance Counsellor			
<input type="checkbox"/> Child and Youth Worker			
<input type="checkbox"/> Supervised Alternative Learning Program			
<input type="checkbox"/> Sent Home Total # of Days:			
<input type="checkbox"/> Parent/Teacher/Student Meeting			
<input type="checkbox"/> Suspension			
<input type="checkbox"/> Expulsion Pending	<input type="checkbox"/> Expelled		
<input type="checkbox"/> Other:			

Name of Staff Member making the Referral: _____

Name of Principal/Vice-Principal: _____

Signature of Principal/Vice-Principal: _____

Date: _____



Niagara Catholic District School Board

CONSENT TO USE, SHARE and DISCLOSE PERSONAL INFORMATION

This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by the Special Education Department. Questions about this collection should be directed to the Superintendent of Special Education, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1 (905-735-0240).

I, _____
(Print full name of person(s))

of _____
(Address)

hereby consent that the Niagara Catholic District School Board can collect, use and disclose personal information from/with the following agencies:

- | | |
|--|--|
| <input type="checkbox"/> Contact Niagara | <input type="checkbox"/> Pathstone Mental Health |
| <input type="checkbox"/> Niagara Health Systems | <input type="checkbox"/> Speech Services Niagara |
| <input type="checkbox"/> Family and Children Services | <input type="checkbox"/> Public Health |
| <input type="checkbox"/> District School Board of Niagara | <input type="checkbox"/> Niagara Children's Centre |
| <input type="checkbox"/> HNHB – Community Care Access Centre (MHAN) | <input type="checkbox"/> HNHB – Community Care Access Centre |
| <input type="checkbox"/> Institute for Clinical Evaluative Sciences (MHAN) | <input type="checkbox"/> Other: _____ |

Pertaining to:

- (1) Mental Health and Wellness
- (2) Referral information, assessment, observations and recommendations
- (3) Other, _____

with respect to _____
Name of Student D.O.B. (yyyy/mm/dd/)

I understand that the purpose for collecting and disclosing this information is noted above. I understand that I can refuse to sign this consent.

 Name of Parent/Guardian and Signature

 Name of Parent/Guardian and Signature

 Name of Student and Signature

 Name of Witness and Signature

Date: _____

Please note:

- *Consent may be revoked at any time. If consent is not revoked, then the above consent will be in effect for one year.
- *Personal information includes personal, health, and educational information.

Mental Health & Addictions (MHAN) – Referral Form

Student's Last Name:		Student's First Name:	
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female		Date of Birth (YYYY/MM/DD):	
Health Card Number:		Phone Number:	
Home Address:			City:
Province:	Postal Code:		Allergies:
<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian Name: _____ Home: _____ Cell: _____ Bus: _____		<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian Name: _____ Home: _____ Cell: _____ Bus: _____	
Other Emergency Contact: Name & Relationship:			Phone:
Languages Spoken in Home (Maternal Tongue): <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other: Interpreter required? <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Specify:			
School Board:	School Name:	Grade:	
School Address:			
City:	Province:	Postal Code:	
Telephone:		Fax:	
<input type="checkbox"/> OTHER AGENCIES INVOLVED WITH THE STUDENT:			
Reason for Referral: (please ensure Student and/or Parent/Guardian consents to share health information)			
<input type="checkbox"/> Changes in behavior:			
<input type="checkbox"/> Medical concerns/diagnosis or Medication Management:			
<input type="checkbox"/> System Navigation:			
<input type="checkbox"/> Addictions/Substance abuse:			
<input type="checkbox"/> Return to school support from section class/in-patient/ED:			
<input type="checkbox"/> Follow-up with student from youth justice system:			
<input type="checkbox"/> Safety concerns:			
<input type="checkbox"/> Other:			
Consent For CCAC Referral to Assess for Treatment			
I _____ agree to the referral to CCAC.			
<input type="checkbox"/> MHAN can arrange to see student by contacting school staff.			
<input type="checkbox"/> MHAN can arrange to see student by contacting parent/guardian.			
Signature: _____		Relationship: _____	
		Date: _____	
(Parent/Guardian or Student (16 years+))			
Referral Source/Contact Number:		Referral Date (D/M/Y):	
Principal or Designate/Contact Number:		Referral Date (D/M/Y):	
Special Education Coordinator/Mental Health Lead:		Referral Date (D/M/Y):	
A CCAC MHAN will contact the student or parent/guardian to determine/confirm consent.			

Please Fax Completed Referral To: 1-866-655-6402

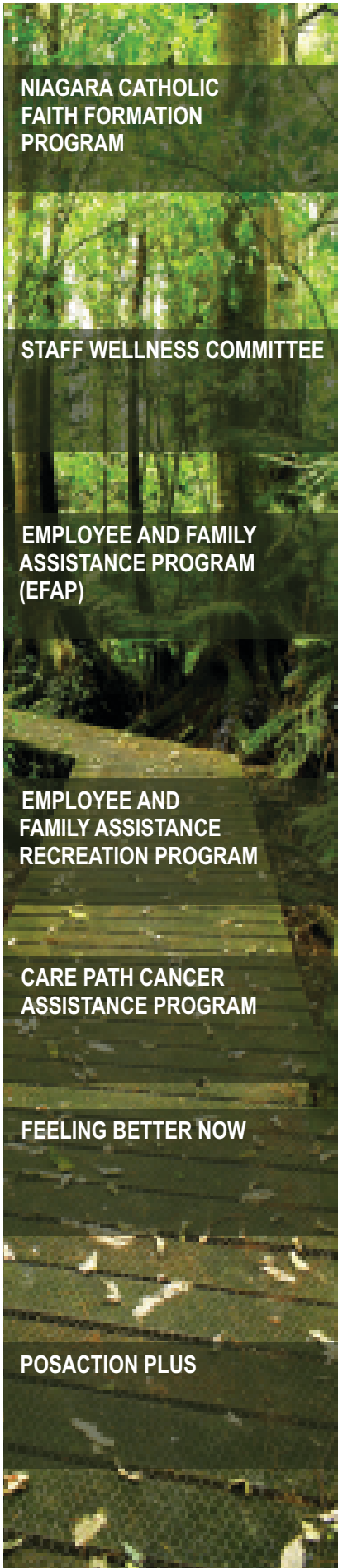
HNHB Community Care Access Centre - Toll Free Phone #: 1-800-810-0000



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

Employee Mental Health and Addictions Initiatives

Workplaces play an important role in our mental health. Many individuals find their workplaces can be a major source of stress. Workplaces should be key partners in Ontario's Comprehensive Mental Health and Addictions Strategy, adopting policies and programs that help employees enhance their mental health. When employees are functioning with optimal mental health their productivity is higher. The Niagara Catholic District School Board acknowledges that building a healthy workforce is a system priority. Niagara Catholic continually designs programs and services to support employees' healthy habits and lifestyles for improved physical and mental health and to perform at their optimum in order to improve student achievement.



**NIAGARA CATHOLIC
FAITH FORMATION
PROGRAM**

The Niagara Catholic District School Board's Faith Formation program provides a variety of faith formation activities for staff to deepen their faith and community experience. Extensive research has shown a deep connection between faith, community belonging and well-being (Ellison, 1991). Participation by staff in faith formation activities may prove to increase an overall sense of well-being which is a strong preventative indicator in mental health issues. Faith formation sessions nurture both personal and professional faith development and align with our annual theological theme.

STAFF WELLNESS COMMITTEE

The Niagara Catholic District School Board has established a Staff Wellness Committee to focus on the personal wellness of all employees. Implementation of the activities of this committee will support the mental health and well-being of students and staff. The Board believes that the personal wellness of an employee will contribute to the overall well-being of staff and students.

**EMPLOYEE AND FAMILY
ASSISTANCE PROGRAM
(EFAP)**

The Niagara Catholic District School Board's Employee and Family Assistance Program (EFAP) provides employees, trustees and their immediate families support through education and information on lifestyle and wellness issues. This is attained by providing up to five (5) counselling sessions, at no cost to the employee or immediate family member, wishing to partake in the services of Lidkea, Stob, Venema and Associates. At the employer's request, group sessions or presentations on lifestyle and wellness issues may also be offered by Lidkea, Stob, Venema and Associates.

**EMPLOYEE AND
FAMILY ASSISTANCE
RECREATION PROGRAM**

The Niagara Catholic District School Board recognizes that a healthy mental state also depends upon a healthy physical state. In partnership with Canadian Union of Public Employees (CUPE) and Ontario English Catholic Teachers Association (OECTA), Niagara Catholic provides recreational activities for all employees of the Niagara Catholic District School Board.

**CARE PATH CANCER
ASSISTANCE PROGRAM**

The CAREpath Navigation System and Survivor Support Program is available to members contributing to the OTIP Long Term Disability (LTD) Benefits Plan. Available to the cancer patient, cancer survivors and their immediate family, this service offers ongoing emotional and medical support 1.800.290.5106.

FEELING BETTER NOW

FeelingBetterNow® is available to employees, their spouse and dependent children, as part of the OTIP LTD benefits plan. FeelingBetterNow® is Canada's only medically-based and approved website designed to assist family physicians and patients in the early diagnosis, treatment and ongoing management of mental and emotional health problems using medical best practices. The website provides a preliminary assessment of your emotional and mental health using a set of online tools at www.feelingbetternow.com/otip.

POSACTION PLUS

Posaction Plus services are available to Canadian Union of Public Employees (CUPE) employees working 20 hours or more with Niagara Catholic District School Board. These services are provided by a national network of specialists qualified in the psychosocial professions. These counsellors are chosen for their skills and experience by Solareh, Services for Progress in Human Resources Inc (1.800.668.0193).

The Niagara Catholic District School Board focuses training for all administrators on the challenges of mental health and addictions through the Human Resources Certification for Administrators.

In addition, the Catholic Principals' Council of Ontario (CPCO), offers school administrators in Niagara Catholic District School Board professional learning opportunities regarding Mental Health and Addictions.

The following sessions are available to administrators:

i) Mental Health in the Workplace

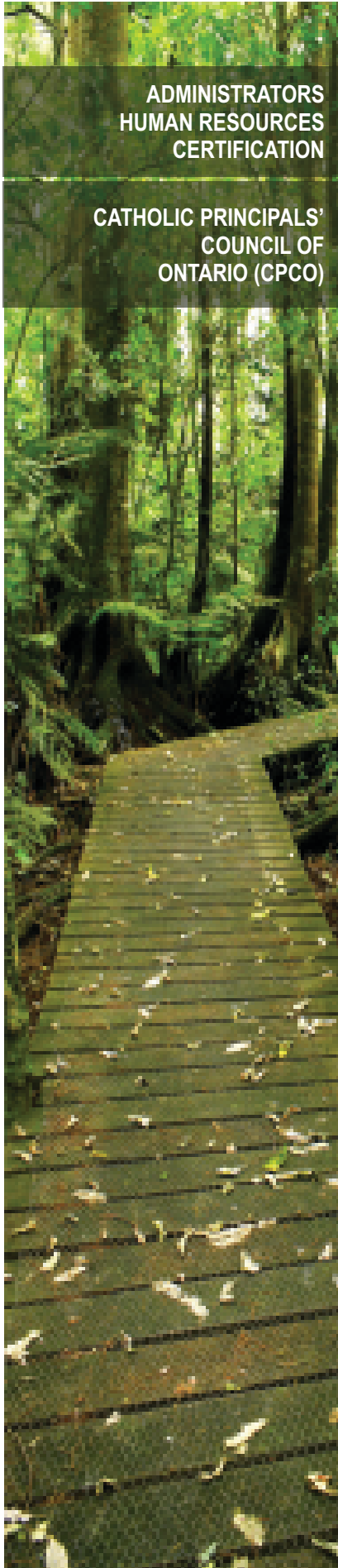
This workshop explores the need for leaders to understand the three dimensions of wellness: physical, psychological and spiritual. All three need to be understood, nurtured and developed to become fully human. Using this thesis as a backdrop, the workshop will use the resource, Comprehensive Workplace Mental Health developed by the Canadian Mental Health Association to provide participants with an understanding of mental health and mental illness in the workplace and how to minimize workplace issues that affect employee mental health.

ii) Having Hard Conversations

This training seminar explores how administrators often face situations where difficult topics must be addressed. What do we know about the best strategies for those moments? What questions should we be asking ourselves before we speak, and what environments are best for when we do speak? Based on research around conflict and interpersonal communications, this professional learning opportunity provides participants with an action plan and scripting tools for having those necessary hard conversations.

iii) Finding Balance in Your Leadership Role

Principals and Vice-Principals have reported in recent surveys that they understand their roles as leaders and culture builders in their school communities. However, the increasing demands can bring disequilibrium to their work day. Balancing the demands of being an instructional, cultural and organizational leader can produce frustration in not being able to devote time and attention to details that school leaders believe are necessary to fulfill the mission of the school community. This session explores practical ways that Principals and Vice-Principals can create balance to achieve the results they desire in their school communities.





Community Agency List

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the following agencies may provide support and resources to staff and students that are in alignment with the Board's Policies and Administrative Guidelines.

SELF HELP SERVICES

Consumer/Survivor Initiative – Support, education, advocacy and self-help groups. 1.877.734.0025

Depressive & Manic Depressive Support Group – Support and education for those affected by bi-polar illness. 905.934.1445

Family Mental Health Support Network of Niagara - Offers education and support to families who have a relative with a serious mental health problem. 905.894.6808
www.familysupportniagara.com

National Network for Mental Health - Advocacy, resources, information, education to benefit the mental health consumer. 905.682.2423 www.nnmh.ca

Parents for Children's Mental Health - A support group for parents of children who suffer from mental health issues. 905 931-5249 cope.niagara@yahoo.com

ABUSE SERVICES

Niagara Region Sexual Assault Centre (CARSA INC) - Crisis support, counselling and assistance to victims of sexual violence, past or present, including child sexual abuse. Office 905.682.7258 or 24 Hour answering service 905.682.4584
www.niagarasexualassaultcentre.com

Design for a New Tomorrow - Supports adults who experienced abuse in intimate relationships. 905.689.1223 dfnt@dfnt.ca

Niagara Victim Crisis Support - Practical/emotional support for victims/families of tragedy or crime. 905.682.2626 www.victimservicesniagara.on.ca

INFORMATION AND PHONE LINES

Contact Niagara - Identifies appropriate local resources for children experiencing emotional and behavioural difficulties, and people of all ages with a developmental disability. 905 684.3407 / 1.800.933.3617 www.contactniagara.org

Mental Health Helpline -24 hour access to information about mental health services across the province. 1.866.531.2600 www.mentalhealthhelpline.ca

Centre For Addiction and Mental Health – Information about addictions and mental health issues. 1.800.463.6273 www.cmha.ca

Information Niagara-Three digit phone number providing free information about community, social, health and government services. 211 or 905.682.6611 or 1.800.263.3695 www.incommunities.ca

Niagara Health System – Support for individuals experiencing a psychiatric crisis.

Greater Niagara General Hospital Site	905.378.4647 ext. 53803 and 53804
St. Catharines General Hospital Site	905.378.4647 ext. 43230
Welland County General Hospital Site	905.378.4647 ext. 33407 and 33408

Distress Centre – 24 Hour Crisis Line
Free, anonymous, confidential.

Beamsville/Grimsby	905.563.6674
Fort Erie	905.382.0689
St. Catharines	905.688.3711
Welland/Port Colborne	905.734.1212

Kids Help Phone – 24 Hour Crisis Line
24 Hour bilingual telephone service providing counselling and information/referral services. 1.800.668.6868

CMHA Safe Beds – 24 Hours
Community crisis care at hospital, mental health agency referrals for individuals 16 years of age and older. 905.641.5254

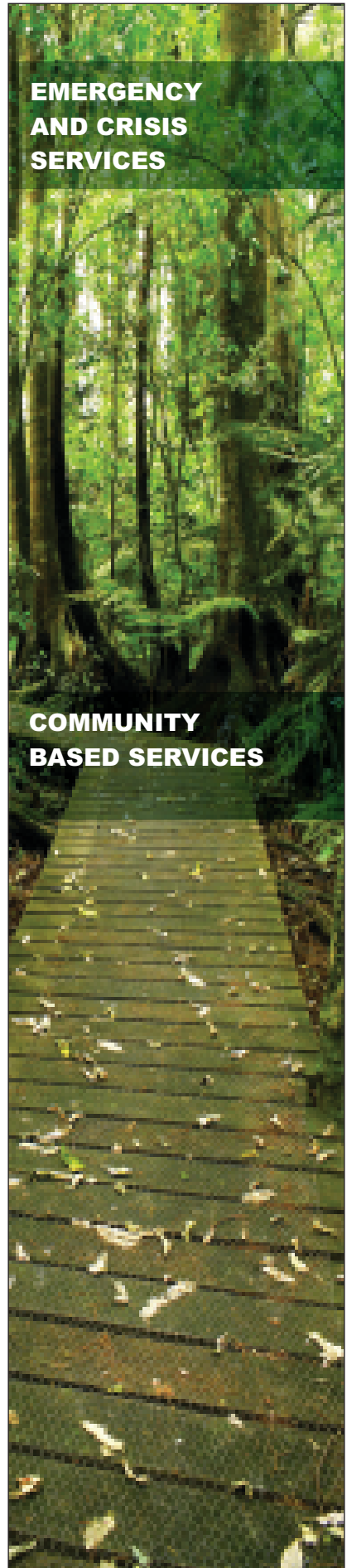
Canadian Mental Health Association CMHA Niagara Branch – Counselling Services, rehabilitative programs, housing programs and support groups.
Fort Erie 905.994.1905
Niagara Falls 905.354.4576
St. Catharines 905.641.5222

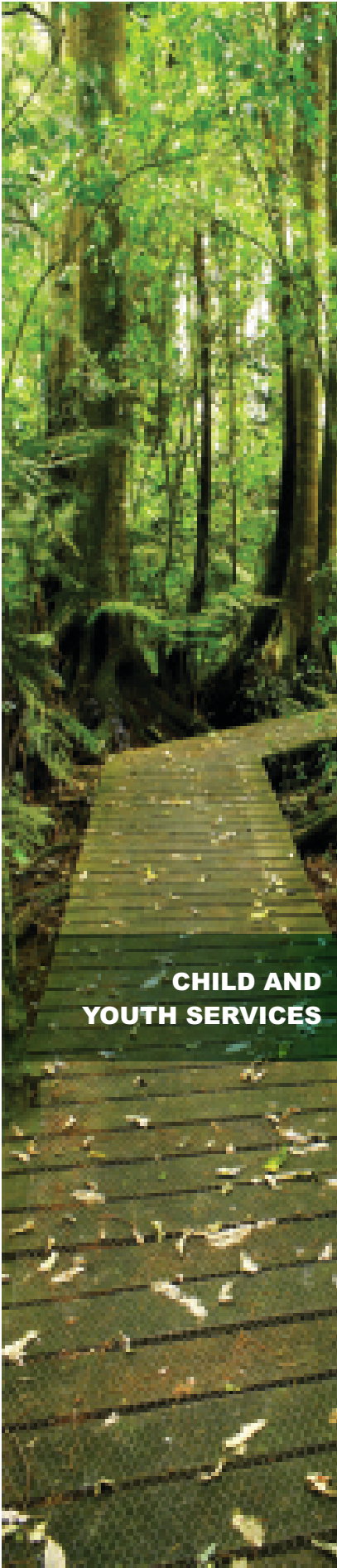
Bridges Community Health Centre – Mental health assessments, supportive counselling, and community referrals. 905.871.7621

Quest Community Health Centre – Health care and social services to residents of St. Catharines area without a family physician. 905.688.2558

Family Counselling Centre Niagara – Counselling to individuals, couples, and families with problems contributing to marital or family difficulties. 905.937.7731 ext. 3345

West Niagara Mental Health Program - Consultation services, treatment and case management for adults 16 years and older who are having problems with the way in which they are feeling thinking or behaving. 905.309.3336





**CHILD AND
YOUTH SERVICES**

Niagara Region Public Health Community Mental Health Program – Provides assessment, case management and counselling for persons 16 years and older experiencing mental health problems.

Fort Erie 905.871.6513
Niagara Falls 905.356.1538
Thorold 905.688.2854 ext. 7262
Welland 905.735.5697

Bereavement Resource Council – Provides information about support groups/services for those dealing with the pain of grief and loss. 905.680.6400

Centre De Sante Communautaire Hamilton/Niagara – A multi-disciplinary agency serving the French speaking population providing individual and group counselling. 905.734.1141

Gateway Residential and Community Support Services of Niagara – For serious and persistent mental health issues. 905.735.4445

St. Joseph Healthcare Hamilton Mood Disorder Clinic – Provides consultations for individuals with mood disorders. Requires a referral from family physician or psychiatrist. 905.522.1155

Schizophrenia Society of Ontario – Provides public education and access to information about schizophrenia. 905.688.2543 ext. 632

Pathstone Mental Health - Offers a broad spectrum of treatment services and programs to strengthen children up to 18 years of age and their families.
Office 905.688.6850 of 24 Hour Crisis Care Line 1.800.263.4944
www.pathstonementalhealth.ca

Kristen French Child Advocacy Centre Niagara -Is a safe place to help, heal and cope with life altering impacts of child abuse for Niagara's children and youth. 905.937.5435
www.cacniagara.org

Niagara Health System – Assessment, diagnosis and treatment of mental health disorders in youth and their families.

St. Catharines General Hospital Site – Children's Clinic 905.684.7271 ext. 46573
Greater Niagara General Hospital Site – Mental Health Services 905.378.4647 ext. 53803 and 53804
Welland County General Hospital Site – Child/Adolescent Mental Health Clinic 905.732.6111 ext. 33522

The FORT - A support/resource centre providing youth and their families with supportive listening, information, options and referrals in time of need. Also offers a teen clinic. Serves residents of Lincoln, West Lincoln and Grimsby. 905.309.3678

Boys and Girls Club of Niagara-Night Youth Shelter-Provides short term residence for youth aged 16-30 who are homeless or are without secure stable housing. 905.358.3678
www.boysandgirlsclubniagara.org

Rainbow Youth/Niagara Pride Support Services-Individual and group support to gay, lesbian, bisexual and transgender youth and their families. 905.380.4576

The RAFT-Is a youth centre providing emotional support, advice, companionship, crisis intervention, emergency shelter and referrals to community services. 905.984.4365

Youth Gambling Awareness Program-Prevention and education program designed to reduce potential harm of youth gambling. 905.684.3500

Parents, Families and Friends of Lesbians and Gays (PFLAG) 905.937.0202

Niagara Eating Disorders Outpatient Program-This program provides information and resources on eating disorders and weight preoccupation. 1.886.633.4220 or 905.378.4647 ext. 32532

Alateen-Children and youth affected by someone else's drinking. 905.328.1677

Alanon-For family and friends of alcoholics. 905.328.1677

Alcoholics Anonymous-24 Hours. 1.866.311.9042

Centre for Addictions and Mental Health (CAMH) 1.800.463.6273

Community Addiction Services of Niagara-Youth, adults and family members can access treatment resources designed to help individuals with alcohol, drug and gambling addictions. 905.684.1183

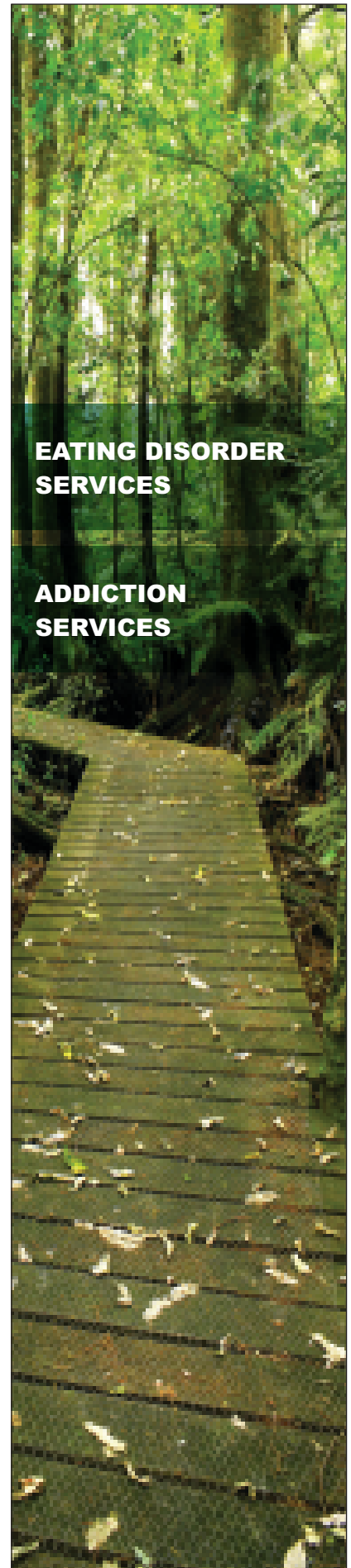
Drug and Alcohol Treatment Line-Substance abuse treatment information. 1.800.565.8603

New Port Centre-A residential program for individuals recovering from alcohol and substance abuse. 905.378.4647 ext. 32500

Narcotics Anonymous 905.685.0075

Gambling Support Services 905.684.1859

Niagara Multilingual Prevention/Education Problem Gambling Program-This program provide problem gambling prevention/education information in multiple languages. 905.682.6411 ext. 63849



**EATING DISORDER
SERVICES**

**ADDICTION
SERVICES**



WEBSITES

www.mindyourmind.ca

For youth/emerging adults – information, resources, tools to manage stresses, crisis and mental health.

www.beautifulminds.ca

Adds positive change in people's knowledge of mental health/stigma around mental health issues.

www.camh.net/education/online-courses-webinars/mha101

Starting point to understand substance abuse, mental health problems, factors to understand those problems.

www.teenmentalhealth.org

Improving youth mental health by effective translation, transfer of scientific knowledge.

www.loveisrespect.org

About teen dating, abuse and provides resources for all ages. Peer advocate, government officials, law enforcement officials and general public. 1.866.331.9474

www.bullyingcanada.ca

Canadian anti-bullying site. 1.877.352.4497

www.mentalhealth.ca

Resources/events in Niagara.

www.yourlifecounts.org

Helping youth change addictive/self-destructive behaviours that can lead to suicide. 1.866-531.2600

www.surf.to/nnfed

A web site to raise awareness on a range of body image issues and weight and eating problems.

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