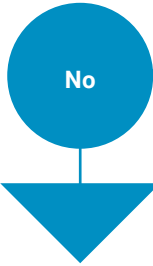


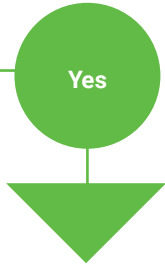


Circle of Support and System Pathways – Flowchart

I am concerned about a mental health or addictions issue



Is it urgent?
(e.g., suicide risk, risk to others, imminent danger?)



Note: Accessing support is rarely this linear. Often students and/or families reach out for support from physicians, cultural/faith organizations, or community services, directly. Sometimes students' needs are met without the need of professional mental health services or several types and rounds of supports may be required.

Observe and notice changes in behaviour/mood, use tools to track and record observations, try universal strategies, continue to focus on relationship

Explore and connect – seek out information about what you observe, connect with student and parent/guardian, others in the school who can help you (admininstrator, special education, guidance etc), use targeted strategies and interventions

Engage with school supports – participate in school level planning for additional help in collaboration with school team members, provide observations, strategies and insight into student needs

And if further support is necessary

Note: Many factors influence the nature of support necessary (e.g., type of concern, parent/student preferences, service availability, coordination with cultural/faith-based supports, etc.)

Engage with board supports (e.g., Provide input to school mental health professional assessment, consultation, support recommendations and strategies for support)

Engage with community supports (e.g., help to support student help-seeking efforts, provide recommended classroom supports after discharge and/or through treatment)

Activate school protocols (e.g., call emergency services, engage key staff members, contact the parent/guardian, provide constant supervision, stay calm)

Engage with board protocols (e.g., Suicide Prevention and Intervention Protocol, Violent Threat Risk Assessment Protocol, Tragic Event Response, etc.)

Support community protocols (e.g., follow and support referral and discharge process for Treatment and Addiction Services; support student help-seeking efforts, support communication mechanism between classroom/school/treatment where possible and appropriate)

Note: You are not a mental health professional, but you have an important role to play in supporting student mental health and well-being:
Observe
Notice
Explore
Connect
Ask
Listen
Link
Here is a link to the ONE-CALL resource.