



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

MENTAL HEALTH AND WELL-BEING ANNUAL REPORT 2017-2018

There is no wealth better than health of body, and no gladness above joy of heart. Sirach 30:15

| Created, Draft | First Tabling | Review |
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| December 17, 2018 | January 10, 2019 | Click here to enter a date. |

Linda Maselli-Jackman, Superintendent of Special Services
 John Wilhelm, Acting Chief of Mental Health/Marie-Josée Gendron, Chief of Mental Health

INFORMATION REPORT

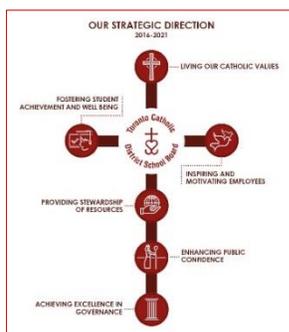
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
 Director of Education

D. Koenig
 Associate Director
 of Academic Affairs

T. Robins
 Acting Associate Director
 of Planning and Facilities

L. Noronha
 Executive Superintendent
 of Business Services and
 Chief Financial Officer

A. EXECUTIVE SUMMARY

A significant focus within the TCDSB Multi Year Strategic plan is fostering student achievement and well-being. This is accomplished, in part, by creating equitable learning environments. Equitable learning environments strive to ensure that the physical, emotional, social, intellectual and spiritual needs of all students are met. This is best achieved with the school board and the community working in partnership; and TCDSB values collaborations with parents, parish and community. Student Mental Health and Well-Being nurtures those relationships and thus strengthens public confidence.

Efforts to create mentally healthy school environments for students are evidenced in many ways. Progress with the Student Mental Health and Well-Being Strategy September 2015-June 2018 has been made across each of the TCDSB priority areas:

- a) Building Foundations;
- b) Fostering Skills and Knowledge;
- c) Supporting Well-Being and Decreasing Stigma;
- d) Engaging Families; and
- e) Partnering with the Community.

Opportunities for increased understanding of mental health and well-being continue to be created for all staff groups. In addition, presentations, seminars and initiatives to raise awareness of mental health and well-being have been offered to staff, students, and the parent community as well.

The cumulative staff time required to prepare this report was 20 hours.

B. PURPOSE

1. This Mental Health and Well-Being 2017-2018 Annual Report will include both qualitative and quantitative data related to student mental health and well-being procedures, programs, and professional development related to the creation of mentally healthy learning environments, and the strengthening of public confidence in the TCDSB. This report serves the requirement of the Board for an annual review and update.

2. The TCDSB Mental Health and Wellbeing Strategy aligns with the Multi-Year Strategic Plan (MYSP) priority action #4: *To create welcoming, healthy, and equitable learning environments for all students*. Goals B4.1 and B4.2 articulate the intent of the TCDSB to provide all students with equitable access to learning so that the most vulnerable students achieve their full potential; and, furthermore, to ensure that the physical, emotional, intellectual, and spiritual needs of all students are met.
3. When students feel good about themselves, they perform better. In view of the MYSP goals for fostering student achievement and well-being, the Mental Health Strategy and its implementation team has assisted schools with the development of their Mental Health Plans as part of their School Learning and Improvement Plan (SLIP).
4. In 2018-19, this mandate will be expanded to include a focus also on the mental health and wellbeing of TCDSB staff.
5. The following areas will be addressed in this report:
 - 1) TCDSB Mental Health and Well-Being Strategy 2015-2018
 - 2) TCDSB Mental Health and Well-Being Policy (S.03) and associated guidelines
 - 3) Professional Learning to build capacity within the system
 - 4) Service Delivery – Board level
 - 5) Service Delivery – Inter-ministerial partnerships
 - 6) Actionable items 2018-2019

C. BACKGROUND

1. The TCDSB Mental Health and Well-Being Policy (S.03) was adopted in June 2013. This policy contains the following metrics on the annual reporting of the Mental Health and Wellbeing Strategy:
 - *TCDSB staff will consult with other Catholic school boards in Ontario with respect to their implementation of mental health policies and procedures; and*

- *Special Services personnel will annually review the Mental Health Response Guidelines, the Suicide Intervention Guidelines, and the Mental Health Crisis Response Guidelines and assess their effectiveness.*
2. The TCDSB Mental Health and Well-Being Strategy was adopted by TCDSB in January 2016.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The following priority areas form the basis of the TCDSB Student Mental Health and Well-Being Strategy 2015-2018:

- **Engaging Families**

Optimal mental health for students while in school cannot be achieved without engagement of parents and families. When caregivers are engaged, students demonstrate increased motivation, higher grades, and better behaviour. TCDSB will continue to incorporate the family's voice in all aspects of mental health and well-being plans and programming.

- **Fostering Skills and Knowledge**

Create ideal conditions for mental health and well-being by building and fostering skills and knowledge of resilience and fortitude. Our Catholic faith teaches us compassion for one another and as a community we can flourish as we build our awareness and understanding of Mental Health and Well-being.

- **Supporting Well-Being and Decreasing Stigma**

Acknowledging that we all have mental health, just as we all have physical health, will assist in tearing down barriers built by stigma. A focus on Supporting Well-being and decreasing stigma will promote wellness and help to combat the debilitating impact of stigma. Student mental health occurs along a continuum. Our supports for student mental health will mirror that continuum.

- **Building Foundations**

Building Foundations refer to the development of the organizational conditions which are key in effective school mental health. The foundations range from commitment, to a clear and focused vision, ongoing quality improvement, clear protocols directing our work and care, and collaboration. TCDSB will continue to focus on the integration of student Mental Health and Well-being into all aspects of school life and improvement. Student mental health and well-being underpins optimal conditions for academic life and achievement.

- **Partnering with the Community**

It is essential to recognise the importance of a shared responsibility for mental health and well-being between family, school and community including parish. Community children and mental health collaborators assist in building success for our students. TCDSB continues to work towards equitable and sustainable community partnerships.

2. The following related legislation and policy govern the TCDSB mental health strategy:
 - Open Minds, Health Minds Ontario's Comprehensive Mental Health and Addiction Strategy June 2011¹
 - Ontario's Well-Being Strategy for Education: A Discussion Document 2016²
 - TCDSB Mental Health and Well-Being (S.03)

E. METRICS AND ACCOUNTABILITY

The following sources of data support the TCDSB Mental Health Strategy:

BUILDING FOUNDATIONS

- The TCDSB Mental Health Advisory Council (MHAC) met three times in the past school year (2017-18). The Council which is comprised of various

¹ www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011

² <http://www.edu.go.on.ca/eng/about/WBDiscussionDocument.pdf>

stakeholders (**Appendix A**) included all of the following: collective bargaining units, trustees, parents, students, and community.

- The Stop the Stigma Secondary School Students Mental Health Advisory Council (SMAC) convened three times throughout the school year. This council is comprised of secondary students who have volunteered to participate on the council. These students helped to deliver the Stop the Stigma training and education events both for elementary and secondary schools.
- The TCDSB Mental Health and Well-Being Policy and associated guidelines such as the Mental Health Response Guidelines, the Suicide Intervention Guideline and the Suspected Child Abuse Reporting Protocol were shared at various Principal and Vice-Principal meetings throughout the school year.
- Social Work and Psychology staff continued to deliver school staff presentations regarding the TCDSB Mental Health and Well-Being Policy.

FOSTERING SKILLS AND KNOWLEDGE

- A continued focus on the document, *Supporting Minds* was provided by Social Work and Psychology staff through the delivery of various modules including Anxiety, Depression and the Mentally Healthy Classroom, in both secondary and elementary schools.
- Social Work staff delivered 421 presentations related to mental health and well-being including 223 classroom presentations, 54 school presentations to staff, and 144 presentations to parents.
- Furthermore, Psychology staff delivered 37 presentations related to mental health and well-being, many classroom presentations, and multiple presentations to parents.
- Evidence based professional development was delivered to educators on professional development days including *Friends for Life Program* and *Stop Now and Plan* (SNAP).

- Expert level professional development for school social work and psychology staff was provided on topics related to wellness, mental illness and counselling interventions, for example: Cognitive Behaviour Therapy and Applied Suicide Intervention Skills Training (ASIST).
- The number of TCDSB staff training in SafeTALK, a suicide awareness program, has grown to over one thousand with 162 staff attending workshops in 2017-2018.

SUPPORTING WELL-BEING AND DECREASING STIGMA

- All Secondary Schools continued their involvement in the Stop the Stigma initiative. In addition, the number of elementary schools participating in Stop the Stigma grew to 41. (Each year an increased number of elementary schools are brought into this expanding initiative).
- School Social Work staff provided individual counselling to 6,605 students and group counselling to 1,740 students. Suicide Intervention Risk Reviews using the ASIST format were provided to 821 students during the 2017-2018 school year.
- Psychology staff responded to a total of 1,920 referrals, including conducting 622 psychoeducational assessments. All of these assessments include an evaluation of students' social-emotional profile. Psychology staff also provided individual counselling to 251 students and group counselling to 318 students. Suicide Intervention Risk Reviews using the ASIST format were provided to 75 students.

ENGAGING FAMILIES

- Mental Health Newsletters continued throughout the 2017-18 school year. Anecdotal Feedback from Principals suggested that the newsletters provided timely information regarding current mental health and well-being trends.

- Parents continued as members of the Mental Health Advisory Council which convened four times in the last school year. This council provides an opportunity to provide parent voice to the TCDSB mental health strategy.
- Presentations related to well-being were held at the annual Special Education fair (April 2018) including one on supporting mentally healthy and resilient children.

PARTNERING WITH THE COMMUNITY

- Continued partnerships with 16 Children’s Mental Health organizations. These valued collaborations provide an opportunity for TCDSB students to receive supports within community settings which can often be facilitated in a more seamless manner. This results in a more direct method of access for students and families and a less convoluted process in navigating community supports.
- TCDSB staff continued to be leaders in the greater Toronto community including co-chairing the Toronto Lead Agency Children’s Mental Health Education Table, Constituency Council Member for the Centre for Addiction and Mental Health (CAMH), a member on the Board of Directors for the Catholic Children’s Aid Society of Toronto and a member of The Ontario Psychological Association.
- TCDSB staff provided presentations at the Children’s Mental Health Ontario Annual Conference (November 2017) on topics related to school mental health.
- The Ministry of Children and Youth Services Priority Access Program accepted 94 referrals for individual and family counselling support. The program enables School Social Workers and School Psychology staff to refer families directly to designated children’s mental health organizations.
- Toronto Central Community and Care Access Centre (TC-CCAC) Mental Health and Addiction Nurses completed 253 referrals during the 2017-18 school year representing a 65% increase over the previous school year.

F. ACTIONABLE ITEMS 2018-2019

1. Appoint the new Chief of Mental Health Strategy and Staff Wellbeing to oversee the implementation of the staff and student mental health and wellbeing strategies. The Chief of Mental Health Strategy and Staff Wellbeing will:
 - a. oversee the duties of the Mental Health Leader who is responsible for the development and implementation of the Mental Health Strategy as it relates to student mental health and well-being;
 - b. in collaboration with all stakeholders, develop and implement the TCDSB Staff Well-Being Strategy which will include the *Healthy Minds at Work* in-service series focusing on the 13 Psychological Safety Standards; and
 - c. work with all stakeholders to maximize the delivery of mental health and well-being programs that improve the wellness of students and staff.
2. Update the current Mental Health and Well-Being strategy for 2019 – 2022 with implementation in September 2019. Ensure that the strategy incorporates discernible links to our Catholic Faith.
3. Continue to include mental health in the School Learning Improvement plan with an emphasis on mental health goals and resources to meet those goals.
4. Expand the delivery of the “The Mentally Healthy Classroom” module as well as other relevant modules from the Ministry to schools through the Social Work and Psychology departments. Provide the same in-service to all schools that are on-boarding for the Stop the Stigma initiative.
5. Expand the delivery of the SafeTALK training on professional development days throughout the school year. Provide Applied Suicide Intervention Skills Training (ASIST) on two occasions during the school year. Within each training provide a comprehensive overview of the TCDSB Suicide Intervention Guidelines.

6. Continue to provide dedicated professional development for school support staff including Child and Youth Workers, Educational Assistants and Kindergarten staff: teachers and Designated Early Childhood Educators (DECEs)
7. Continue to build collaboration with children's mental health organizations that provide programs and services which are aligned with our Catholic faith and values.
8. Continue to work with Toronto Public Health in the delivery of mental health resources including shared involvement in the Stop the Stigma initiative.
9. Through the Social Work Department, develop a pilot program that supports a proportionally high newcomer population in a Catholic school with a focus on trauma-informed practice.
10. Continue to implement parent engagement strategies with respect to student mental health. Continued consultation with the parent representatives to the Mental Health Advisory council, as well as consultation with CPIC and OPACE to further develop parent engagement in this area.

G. CONCLUDING STATEMENT

This report is for the consideration of the Board.