



REPORT TO

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

**MENTAL HEALTH AND WELL-BEING ANNUAL REPORT 2019-2020**

*Be strong and bold; have no fear or dread of them, because it is the Lord your God who goes with you; he will not fail you or forsake you. Deuteronomy 31:6*

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Maria Meehan, Superintendent of Special Services  
Marie-Josée Gendron, Chief of Mental Health and Staff Well-Being  
Melissa Hanlon, Mental Health Lead

**INFORMATION REPORT**

**Vision:**

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

**Mission:**

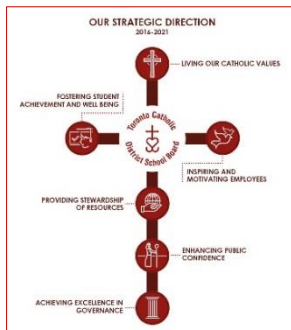
*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

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

Brendan Browne, PhD  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

S. Camacho  
Acting - Associate Director of  
Facilities, Business and  
Community Development, and  
Chief Financial Officer



## **A. EXECUTIVE SUMMARY**

A significant focus within the Toronto Catholic District School Board (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 collaboration; and TCDSB values collaboration with parents, parish and community. Student Mental Health and Well-Being initiatives nurture those relationships and thus strengthen 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 2019-2022 has been made across each of the TCDSB Mental Health and Well-Being Pillars.

The attention and focus on creating a mentally healthy school environment has taken on a heightened relevance and been extended to include the virtual school environment during the Covid-19 Pandemic response. This focus extends to building understanding of mental health and well-being among all employee groups as well. Presentations, workshops and initiatives to raise awareness of mental health and well-being have been offered to students, staff, and the parent community.

*The cumulative staff time required to prepare this report was 45 hours*

## **B. PURPOSE**

This Mental Health and Well-Being 2019-2020 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. The following areas will be addressed in this report:

1. **Pandemic Response March – December 2020**
2. **Actionable Items 2020 – 2021**
3. **TCDSB Mental Health and Well-Being Strategy 2019– 2020 Feedback on the Three Pillars**

## **C. BACKGROUND**

The TCDSB Mental Health and Well-Being policy (S.03) was adopted in June 2013. The TCDSB Mental Health and Well-Being Strategy 2019 - 2022 was presented to the Special Education Advisory Committee on June 12, 2019 and approved by Board on September 19, 2019.

The Mental Health and Well-Being Policy contains the following metrics on the annual reporting of the Mental Health and Well-Being Strategy: 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.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

The following Mental Health and Well-Being Pillars form the basis of the TCDSB Student Mental Health and Well-Being Strategy 2019-2022:

- **Within Us** - “I am able to do all things through Him who strengthens me” (Philippians 4:13). The TCDSB will continue to support and develop the fundamentals for everyday mental health and well-being for each and every student.
- **Between Us** - “This is my commandment, that you love one another as I have loved you” (John 15:12). As healthy relationships are one of the most critical protective factors that support positive mental health, the TCDSB will continue to support and strengthen these relationships.
- **Around Us** - “A friend loves at all times, and people are born to share adversity” (Proverbs 17:17). Healthy environments support each community member, and, thus, the TCDSB continues to be committed to creating mentally healthy environments.

The following related legislation and policy govern the TCDSB Mental Health and Well-Being strategy:

- Open Minds, Healthy Minds Ontario's Comprehensive Mental Health and Addiction Strategy June 2011
- Ontario's Well-Being Strategy for Education: A Discussion Document 2016
- TCDSB Mental Health and Well-Being (S.03)

## **E. METRICS AND ACCOUNTABILITY**

### **1. PANDEMIC RESPONSE – MARCH – DECEMBER 2020**

During the school closure beginning March 2020 and with the continued support required for both remote and in-person learners during the 2020-2021 school year, all three Pillars of the Mental Health Plan were adapted to address the urgent and continued need to service TCDSB students, families and staff through virtual platforms and unprecedented times. A continued focus on meeting the mental health and well-being needs of all students, whether they are learning virtually or in-person, remains a priority. The pandemic continues to present the challenge to be creative, collaborative and compassionate, while engaged in teaching, learning, and clinical service delivery. Highlighted below are some key strategic responses that have supported our students, staff, and families, beginning in March and continuing through to December 2020.

#### **Supporting Students:**

- In order to ensure that clinical interventions and supports could continue during the school closure, clinical staff were provided training on the use of the Ontario Telemedicine Network Virtual Care platform to support personal and confidential clinical student interventions.

- Training and access to Zoom Health Care Platform were provided to further options for virtual clinical care of students.
- Special Services team members providing clinical support and team consults continued to engage virtually with students throughout the March to June closure, over the summer months, and into the new school year. This has enabled the system to ensure that referrals and clinical support for remote learners have been available consistently to address student mental health and wellness needs.
- The Psychology team created a key resource to build capacity among staff conducting suicide risk assessments over the phone to support remote interventions. The resource entitled, “Tele-practice: Suicide Risk Assessment Guide”, has been provided to support special services staff supporting students learning virtually.
- “Crisis Intervention” training for Psychology staff was provided. Based on recent research and techniques, this training has supported staff with identifying students in crisis and providing coping strategies to these students.
- Secondary students with Autism exceptionality have been provided with two newsletters entitled, “Tips to Support Your Distance Learning Experience”. Created by the Autism team, the focus of these newsletters is to support secondary students on the credit bearing pathway.
- Students participated in Children’s Mental Health Awareness Week which was promoted through system emails and the TCDSB website. The purpose was to promote mental wellness activities for schools to implement each day of this week with the following themes: Mindful Monday, Take a break Tuesday, Wellness Wednesday, Thankful Thursday, Friendly Friday. Many schools across the system implemented activities during the closure and tweeted about it using the hashtags, #TCDSBMHW2020! and #TCDSBStoptheStigma.
- Mental Health staff worked with the student trustees to create mental health awareness videos to encourage student leadership and positive discussions around mental health.
- To support St. Anne Catholic Academy staff responsible for virtual learners, a key resource document was created. The document, “Circle of Support for Care of Students During Remote Learning”, highlights strategies to support staff with monitoring students for indicators that well-being support may be required; outlines the communication path for notifying administrators of any concerns; and guides next steps for referral to mental health clinicians. The document also provides direction to staff to guide immediate responses required for students in crisis or in emergency situations.

- The social work department in partnership with Nurturing our Catholic Community, Guidance, Psychology and Mental Health staff remains dedicated and actively involved in crisis response and bereavement response. Staff have led a number of virtual crisis debriefs as required for deaths that occurred that directly impacted St Anne's students and staff.
- Mental health and well-being supports continue to be available to all remote learners. Further, a connection to the local school Special Services team has been maintained for all St. Anne students to ensure continuity of service and to maintain relationships with clinicians who may be familiar to students and families.

### **Supporting Families:**

- A resource for parents was shared through School Messenger, "Tips for supporting children and youth during COVID-19", to help parents support their children and youth to manage anxiety during the pandemic.
- Social workers continue to sit on FOCUS (Furthering Our Community by Uniting Services) Toronto tables throughout the city. This forum is where critical student cases are presented and action groups are formed to quickly engage services for families in need.
- Parents were provided with Tip Sheets such as, "Noticing Mental Health Concerns for Your Child – Info Sheet for Parents and Families," "Supporting Mental Health and Wellness during the Return to School" through school communications.
- Families have access to a list of mental health organizations providing culturally relevant and targeted support for African-Canadian students, through the TCDSB website. The list of organizations was reviewed by the TCDSB Mental Health professionals and the Equity Team members in order to facilitate additional community access to support for students and families during the pandemic.
- The Social Work Department continued partnership with community mental health agencies for Priority Access to mental health services in the community where families can access service faster than typical wait list times.
- The Autism Team created weekly tip sheets during the spring closure entitled "High 5". These were shared with staff serving students with multiple

exceptionalities and primary students. These tip sheets provide interactive life skills activities that can be used at home by parents to engage them with their child's learning and support collaborative conversations between staff and families to support student well-being. These tips sheets continue to be shared on a monthly basis.

- The Autism Team prepared weekly parent newsletters during the months of April and May entitled “Parent Tips to Support ME Students in Secondary” and “Supporting Your Teen at Home”. These tip sheets were shared with parents during distance learning to support them with reducing stress and anxiety that many families and children have been experiencing.
- In October, a collaboration between the Autism team and Psychology staff led to the creation of a parent newsletter entitled, “Supporting Your Child with ASD to Manage Stress During Uncertain Times”. This continues to be available for staff and parents through the Autism Team.
- The social work department supported the student nutrition food voucher roll-out and consults regularly about the needs of our Equity Poverty Action Network (EPAN) communities in support of student well-being. Continued partnerships are active with the St. Vincent de Paul Society and other charitable organizations to accept and distribute donations in collaboration with the Communications Department and the Partnership and Development office to support families and students.
- The Psychology staff offered a four-week on-line workshop for parents called “Positive Parenting Online Workshop”. These workshops provided strategies for parents supporting their children during the school closure.
- A “Transition Back to School Newsletter” tip sheet for educators and parents was created by the Psychology team and shared with school communities to support the mentally healthy return to school focus.
- A series of tip sheets for parents on supporting a mentally-health return to school and supporting their children's mental health during remote learning. These communications were sent to parents and posted on the board website.

## **Supporting Staff**

- A resource for educators was shared in March to support staff with managing student anxiety entitled, “Tip Sheet for Educators to Support Students' Mental Health During Covid-19”.

- With a focus on a mentally healthy return to school, the Mental Health strategy was presented during the system-wide Mental Health Professional Development Day on September 3, 2020, and was presented to St. Anne Catholic Academy, School of Virtual Learning staff on November 20, 2020.
- The Special Services team participated in a workshop with Michael Jacques, author of, “Can’t Read. Can’t Write. Here’s My Book”, in order to build capacity with respect to meeting and supporting the emotional and well-being needs of exceptional students and their families.
- Ontario Association of Social Workers and School Mental Health Ontario provided numerous workshops for staff on remote practice, digital therapy and tools for effective practice during the pandemic.
- Professional Development on staff well-being was presented to 112 St. Anne educators November 20, 2020. Several in-services supporting student mental health were offered to staff including a session on suicide prevention.
- A series of tip sheets and resources were shared weekly with educators on topics such as “Faith and Wellness”, and “Having Mentally-health Conversations in the Classroom about Anti-Black Racism”. Distribution to all educators was provided through system wide-emails.
- “Trauma Intervention in Schools”, a clinical training handbook, was developed to support teacher training for supporting classrooms and schools. It also focussed on the importance of self-care for clinicians and provided a list of resources related to trauma.
- The social work department sought out the following professional development opportunities to strengthen skills and build capacity among staff in order to better support student needs: Emotional Well-Being, Sarah Westbrook: Emotional Management, Emotional Awareness and Emotional Resilience; a working group focused on “Post-Pandemic Us” which included activities on self-reflection, self-care and connection amongst colleagues; collaborative work with Neil Pasricha, creator of “You are Awesome” workbook, to motivate and encourage staff to persevere during the pandemic.
- All psychology staff received online training on the topic of Trauma-Based Cognitive Behaviour Therapy (TB-CBT). This specialized trauma intervention training, conducted over ten sessions, provided staff with strategies to support individual and group intervention for students.



## **2. ACTIONABLE ITEMS 2020-2021**

### **Rollout of Student Mental Health Strategy 2020-2021:**

- Continue to promote the strategy through the communication campaign for a system-wide reach.
- Continue to adapt the strategy to support the needs of virtual learners and respond to pandemic related issues impacting well-being.
- Develop system capacity to meet the mental health and well-being needs of Black, Indigenous, and other racialized students through system communications highlighting professional development opportunities, clinical training, staff and parent resources, and community partnerships.

### **Continue to highlight the connection between Mental Health and Well-Being and our Catholic Faith Values:**

- Present professional development during the Leaders of Your Own Learning (LOYOL), Area principal meetings, etc.
- Collaborate with the Nurturing our Catholic Community staff members to develop connections between the two departments in preparation for LOYOL Professional Development, newsletters, tip sheets, system-wide communications, etc.
- Inclusion of Catholic faith elements in the Mental Health Newsletters and monthly staff well-being themes by highlighting the virtue of the month and making explicit connections between faith and mental health, including during Mental Health Awareness Week and Catholic Education Week.

### **School Well-Being Teams:**

- In consultation with School Mental Health Ontario and Mental Health committee members, reframe school well-being teams as a Collaborative Approach to School Well-being (CASW).
- Gathered survey data last year from 50% of schools championing local initiatives and highlighting schools in need of further support in integrating Mental Health in everyday practice.
- Professional Development to support teams in implementing mental health goals and consideration for how schools can incorporate these goals into the School Learning Improvement Plan in 2021.

**Implementation of Mental Health Professional Workers in secondary schools:**

- Hire six clinicians to support 28 secondary schools.
- Target goal-oriented individual counselling using evidence-based models such as the Brief Intervention for School Clinicians (BRISC).
- Implement Support Transition Resilience for Our Newcomer Groups (STRONG) program virtually.
- Provide professional development opportunities for school staff (Mental Health tools in the classroom such as “Faith & Wellness”, “Stress Lessons”, Mental Health policy and guidelines, supporting student Mental Health, etc.).

**Promote Social-Emotional tools for the classroom such as “Faith and Wellness” and “Stress Lessons” program:**

- Provide Professional Development on “Stress Lessons” and “Faith and Wellness” for Social Work and Psychology.
- Present “Stress Lessons” and “Faith and Wellness” to Elementary principals with Safe Schools staff as alternative to suspensions for K-3 students.
- Distribute calendar of “Twelve Days of Wellness” to the system.

**Supporting Minds Modules available to schools for staff presentations:**

- Social Workers, Psychologists, Mental Health Professional Workers and Mental Health teams deliver presentations based on Supporting Minds to their school communities.

**Annual review of the TCDSB Student Mental Health and Well-Being Policy and associated guidelines with all principals:**

- Presentation through system-wide Mental Health Professional Development, encouraging schools to enlist support from Social Work/Psychology staff to facilitate reviews with all school staff.

**Continue delivery of suicide awareness (SafeTALK/START) and suicide intervention (ASIST) professional development for targeted groups:**

- Deliver three two-day ASIST to staff with about eight participants in each session for a total of 24 people trained.

- Offer START 60-minute webinars to at least 100 staff members on various Professional Development days to raise awareness about suicide, followed by webinar on TCDSB Suicide guidelines.
- Distribute tip sheet about suicide prevention to system and parent community.

**Continue to work with School Mental Health Ontario to rollout additional training for our mental health service providers (e.g. BRISC training, STRONG, Brief Digital Interventions, etc.):**

- Additional training to be provided in BRISC, STRONG and Brief Digital Interventions, Cognitive Behaviour Therapy - Practice-wise, and FIRST – a School Mental Health Ontario (SMHO) pilot program.

**By focusing on areas of targeted need, pursue the development of more Mental Health Memorandums of Understanding (MOU) with mental health agencies.**

- TCDSB currently has MOU with 13 mental health agencies.
- Next steps include incorporating available virtual agency services such as YouthLink, STRIDES, etc., to support virtual students.

**Continue the implementation of the Stop the Stigma student mental health awareness program in 73 elementary schools; ongoing support provided to all existing school teams; expanding it to St. Anne Catholic Academy classrooms:**

- Welcome of new teams in January, Student Symposiums in March (St. Anne Catholic Academy Junior and Senior)

**Continue to engage students in mental health initiatives:**

- Training for Stop the Stigma teams to be done in January with student virtual symposium in March.

**Continue to offer professional development using School Mental Health Ontario's Supporting Minds Modules at various system-wide PD days and upon request by various staff groups (e.g., St. Anne educators, local schools, etc.).**

- Social Work/Psychology/Mental Health Professional Worker continue to offer Professional Development to local schools.

**Support the development and delivery of an in-service for all principals to increase capacity with regards to systemic considerations to support students who identify as LGBTQ or Two-Spirited.**

- In alignment with our board's **Equity Action Plan**, and in collaboration with our Nurturing our Catholic Community and Equity Team staff members, the Mental Health team will lead the development and delivery of professional development for administrators. This professional development will focus on supporting our school leaders with providing compassionate and informed pastoral care, grounded in our Catholic faith, to better respond to the mental health and well-being needs of students who identify as LGBTQ or Two-Spirited.

**Continue to engage the parent community with respect to student mental health (e.g., consultation with parent representatives on the Mental Health Advisory Council; TCDSB Mental Health Newsletter, etc.).**

- Schedule meetings with Mental Health Advisory Council.
- Parent newsletters were sent out in the Fall 2020, will be sent in Winter, Spring and Summer 2021.
- Distribute tip sheets as appropriate to parents (e.g., Suicide Prevention, etc.).

**Support Staff Well-Being for all employee groups through various professional development opportunities.**

- In collaboration with Nurturing our Catholic Community staff members, will deliver Professional Development on staff well-being at LOYOL.
- Deliver Professional Development session on staff well-being to local schools as requested.
- Deliver Professional Development on staff well-being to Teaching & Learning Collaborative, maintenance and custodial staff.

### **3. TCDSB MENTAL HEALTH AND WELL-BEING STRATEGY 2019-2020 FEEDBACK ON THE THREE PILLARS**

#### **Pillar One: Within Us**

**Highlight the connection between Mental Well-Being and our Catholic faith values**

- Supported the expansion of the Faith & Wellness program in partnership with School Mental Health Ontario and OECTA with over 50 teachers participating.
- Continued collaboration with the Nurturing our Catholic Community staff members to develop meaningful connections between the two departments to inform newsletters, tip sheets, system-wide communications, etc.
- Included Catholic faith elements in the Mental Health Newsletters every month by highlighting the Virtue of the Month and making explicit connections between faith and mental health, especially during Mental Health Awareness Week and Catholic Education Week.

#### **Support Students' Well-Being Through Counselling**

- TCDSB Social Work staff provided individual counselling to 4,710 students and facilitated 269 group sessions. Suicide Intervention Risk Reviews using the ASIST format were provided to 581 students during the 2019-2020 school year. Over the summer months of July/August, the Social Workers provided counselling to 202 students.
- TCDSB Psychology staff conducted 253 comprehensive psychological assessments during the year, plus an additional thirteen during the summer months. All of these assessments include an evaluation of students' social-emotional profile. Psychology staff also provided individual counselling to 240 students and facilitated 103 group and classroom sessions. Suicide Intervention Risk Reviews using the ASIST format were provided to 97 students. Over the summer months of July and August, the Psychology department provided counselling to 21 students.
- The six TCDSB mental health professionals provided individual counselling to 151 students. Suicide Intervention Risk Reviews using the ASIST format were provided to 24 students.

#### **Stress Lessons, an Evidence-Based Social-Emotional Program Implementation and Evaluation:**

- Provided support to 12 teachers to implement the program.
- Worked collaboratively with the TCDSB Research Department staff and Ryerson University for the purpose of measuring program effectiveness.
- Collected data related to program delivery with promising preliminary results demonstrating that, following the program, students reported less perceived stress and reported improved adaptive coping strategies.
- 109 Health and Physical Education (HPE) teachers from both elementary and secondary panels were trained for Stress Lessons and plan to implement program strategies during the 2020-2021 academic year in their individual schools.

### **Mental Health Professional Workers in Secondary Schools**

- Continued implementation of **Mental Health Professional Workers** in secondary schools.
- Mental Health Professional Workers delivered student mental health literacy classroom programs such as Stress Lessons.
- Targeted individual counselling using a model such as the Brief Intervention for School Clinicians (BRISC).
- Began implementation of Support Transition Resilience for Our Newcomer Groups (STRONG) program in 9 schools.
- Provided professional development opportunities for school staff focussed on virtual care, suicide risk assessment, Supporting to Resilience for Our Newcomer Group (STRONG).

### **Continue to work with School Mental Health Ontario to provide additional training for our mental health service providers (e.g. BRISC, STRONG, Suicide Risk Assessment, Virtual care, etc.):**

- Clinicians participated in BRISC, STRONG, Managing Crisis Interventions through Virtual Care and Suicide Risk Assessment Training
- Trained 15 clinicians on a field pilot testing of FIRST, a school-based trans-diagnostic evidence-based intervention in 6 sessions for 8-13 year-olds.
- Clinicians implemented evidence-based practice in virtual care training.
- Provided single session intervention training for clinicians.

## **Pillar Two: Between Us**

**Highlight professional development for Supporting Minds module on Attention Deficit and Hyperactivity Disorder (ADHD). Supporting Minds is a Ministry K-12 resource developed for educators to support students' mental health and well-being.**

- Addition of the **Supporting Minds Module** “ADHD” to the roster of modules available to schools for staff presentations.
- Social Work and Psychology staff were in-serviced during the fall/winter 2019, with availability to schools 2019-20.
- Social work and psychology staff delivered presentations based on Supporting Minds to their school communities.

### **Continue delivery of SafeTalk and ASIST**

- Continued delivery of **suicide awareness** (SafeTALK) and **suicide intervention** (ASIST) professional development for targeted groups:
- Four two-day ASIST workshops were presented to staff with about 30 participants in each session, for a total of 120 people trained. This was a retraining year for all Social Work and Psychology staff.
- Six SafeTalk workshops were presented to staff with about 40 participants in each session, for a total of 240 people trained.
- During distance learning, a focussed tip sheet for clinicians was developed to support virtual interventions.

### **Stop the Stigma**

- Continued the expansion of the **Stop the Stigma** student mental health awareness program from 54 to 65 elementary schools; ongoing support provided to all existing school teams.
- “On-boarding” of new teams in the Fall, Student Symposiums in early Winter (elementary and secondary),
- Training days previously scheduled for early spring will be rescheduled for 2021.

### **Student Engagement**

- Continued to **engage students** in mental health initiatives (e.g. consultation with the Student Mental Health Advisory Council (SMHAC). Stop the Stigma team training to continue. Training for student groups on mental health awareness and pathways to care to be rescheduled to spring 2021.
- **Professional development – Supporting Minds**
  - Continued to offer professional development using School Mental Health Ontario’s **Supporting Minds Modules** at various system-wide Professional Development days and upon request by various staff groups (e.g., Autism team, Guidance Counsellors, Student Success staff, etc.).
  - Offered presentations to settlement workers. Team members offered sessions on the Mentally-Healthy Classroom, Supporting Students with Anxiety, Attention problems, etc.
  - Created and distributed focussed tip sheets for educators to support students (e.g., supporting students’ mental health during distance learning, supporting students’ anxiety, attention problems, eating problems, substance use, etc.)
  - Social Work staff facilitated 114 classroom presentations related to mental health, delivered eight whole-school programs and 60 presentations outside of the classroom to various stakeholders. During the summer months of July/August, Social Workers facilitated five classroom presentations on mental health and well-being for students.
  - Psychology staff delivered 133 presentations related to learning and mental health including 50 presentations to staff, 45 sessions to students and 38 sessions to parents. Over the summer months of July and August, Psychology staff delivered 14 classroom presentations on mental health and well-being for students.
  - The six Mental Health professionals from the mental health team facilitated 82 student classroom and group sessions in 12 high schools.

**In-service for principals to support students who identify as LGBTQ or Two-Spirited**

- This Professional Development opportunity has been rescheduled due to job action. Next steps are included above in the Actionable Items for the 2020-2021 school year.



## **Pillar Three – Around Us**

### **Implementation of Student Mental Health and Well-Being Strategy**

- Developed a communication campaign for system-wide reach. Plan included updating a video to be released in October 2020, updating information on the TCDSB website, creating and sharing monthly newsletters highlighting various mental health initiatives, presenting the strategy to special services staff, principals, superintendents, guidance staff, Stop the Stigma leads, settlement workers, public health nurses, etc.).

### **Parent Engagement**

- Continued to **engage the parent community** with respect to student mental health (e.g., consultation with parent representatives on the Mental Health Advisory Council; TCDSB Mental Health Newsletter, etc.).
- Met in the fall with Mental Health Advisory Council.
- Parent newsletters were sent out for the Fall 2019, Winter 2020, April, May and June 2020.
- Created and distributed material to support parents (e.g., tip sheets to support youth following an upsetting incident, behaviour problems, etc.).

### **Implementation of School Well-Being Teams**

- In consultation with School Mental Health Ontario and Mental Health committee members, reframed School Well-Being Teams as a Collaborative Approach to School Well-Being (CASW).
- Gathered survey data from 50% of schools championing local initiatives and highlighting schools in need of further support in integrating mental health in everyday practice.
- Began to develop core components of Collaborative Approach to School Well-Being (CASW) and presented to Education Council.

### **Memorandums of Understanding with children and youth mental health agencies:**

- Focus on areas of targeted need, to pursue the development of more **Mental Health Memorandums of Understanding (MOU)** with mental health agencies.

- This year, in partnership with the Corporate Services department and the MOU Committee, MOU were renewed with thirteen mental health agencies.
- Toronto Central Community and Care Access Centre (TC-CCAC) Mental Health and Addiction Nurses completed 106 referrals during the 2019-20 school year.

**Review of Mental Health Policy and associated guidelines with all principals. Annual review of the TCDSB Student Mental Health and Well-Being Policy and associated guidelines with all principals:**

- Presentation was facilitated for all principals. Principals were encouraged to enlist support from Social Work/Psychology staff to facilitate reviews with all school staff.

**Support Staff Well-Being for all employee groups through various professional development opportunities (not originally part of the Action Plan).**

- Shared resources with all employee groups regarding resources available for staff including information about Employee & Family Assistance Program.
- Delivered a full-day workshop on staff well-being to support staff with about 50 participants with positive feedback.
- Delivered two live webinars on “Staff Well-Being: How to Foster Our Own Well-Being During COVID-19” to about 40 participants in each session with positive feedback. A recording of this session will be posted on the board portal.
- Delivered a live webinar on Staff Well-Being to 150 business leaders.
- Delivered a snapshot of the Staff Well-Being webinar to Teaching & Learning Collaborative group (about 150 attendees) during the end of year meeting.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.