



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

First Name:

Adrianna

Last Name:

McQuaid

Please select the applicable Board, Standing, Statutory, Sub or Ad Hoc Committee at which you are requesting to depute.

Student Achievement and Well-Being Catholic Education Human Resources Committee

Do you wish to Delegate by electronic means?

Yes

Do you require assistance from the Recording Secretary's Office?

Yes

Do you wish to make your deputation in private session because the matter involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil of his or her parent or guardian?

No

Date of Deputation:

09-02-2021

Topic of Deputation:

Student Mental Health and Well-Being

Key Issue(s):

The 2021-22 Grants for Student Needs: Student Mental Health and Well-Being Bundle means that \$120,600 funding has been allocated to TCDSB. If divided evenly amongst TCDSB's 196 schools, this is \$615 per school. I have 4 practical



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requests of principals on how to spend the funds and 3 practical requests for system leaders to improve supports for student mental health and well-being within the board.

Brief Summary of the Topic of Deputation:

The Grants for Student Needs: Mental Health and Well-Being Bundle within the allocation of The Supporting Student Mental Health Allocation allows for Principal discretion to do the following:

- employ mental health professionals to directly support students
- provide professional learning and training for educators
- collaborate with community mental health providers
- provide student engagement opportunities regarding mental health
- the collection, analysis and reporting of student mental health related information

<http://www.edu.gov.on.ca/eng/funding/2122/2021-22-technical-paper.pdf>

Action Requested:

Here is 4 practical ways Principals can spend the funds:

1. Religion. -Encourage religion teachers to incorporate a dynamic and impassioned narrative of love in their religion classes, including healing and forgiveness for our history with FNMI, members of the LGBTQ+ community and other marginalized groups we may have hurt

2. SEL in Language Arts/Homerooms.-Empower homeroom teachers or Language Arts teachers to engage in programs that promote Social & Emotional Learning and the Equity, Diversity and Inclusion Agenda, such as TRIBES or any of the excellent SEL curricula out there for purchase.

3. Online Clubs and Extra-Curricular Clubs: Encourage teachers to continue even if remote lockdowns occur. After-School or Lunchtime opportunities to socialize around common interests (arts, athletics, video games) provide the most memorable and transformative experience for students, and ways to socialize outside their contained cohorts. This is especially important for the Respecting



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Differences Club or the Gay-Straight Alliance.

Please select one of the following options:

I am here as a delegation to speak only on my own behalf.

Submission Date:

08-27-2021