



REPORT TO

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

# MENTAL HEALTH AND WELL-BEING ANNUAL REPORT FOR 2015-2016

*This is important: to get to know people, listen, expand the circle of ideas. The world is crisscrossed by roads that come closer together and move apart, but the important thing is that they lead towards the Good. Pope Francis*

### Created, Draft

December 19, 2016

### First Tabling

January 12, 2017

### Review

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Cristina Fernandes, Superintendent of Education, Special Services  
Patricia Marra-Stapleton, Mental Health Leader  
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## 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.*



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## **A. EXECUTIVE SUMMARY**

A key goal within the TCDSB Multi Year Strategic Plan is fostering student achievement and well-being by educating students to grow in grace and knowledge to lead lives of faith, hope and charity. This is accomplished, in part, by creating equitable and inclusive learning environments striving to ensure that the physical, emotional, intellectual and spiritual needs of all students are met. This is both the responsibility of the board as well as the broader community. TCDSB recognizes the importance of partnerships with parents, and community. Student Mental Health and Well-Being nurtures these partnerships and thus strengthens public confidence.

Efforts to create mentally healthy school environments for students are evidenced in many ways. Progress of Student Mental Health and Well-Being Strategy 2015-2018 is being 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.

TCDSB Student Mental Health and Well-Being continues to offer professional development opportunities to all staff groups to educate staff and raise awareness of student mental health and well-being. This is complimented by efforts to offer presentations and seminars to both the student and parent community as well.

## **B. PURPOSE**

1. The Mental Health and Well-Being 2015-16 Report will include both qualitative and quantitative data related to student Mental Health and Well-Being procedures, programs, and professional development, viewed through the MYSP's strategic direction of Living Our Catholic Values. The ultimate goal relates to the creation of mentally healthy learning environments that demonstrates the worth and dignity of every person, and the strengthening of public confidence in the TCDSB. The Mental Health and Well-Being 2015-16 Report serves the requirement of the board for an annual review and update.

2. The following areas will be addressed in this report:
  - i. TCDSB Mental Health and Well-Being Strategy 2015-2018
  - ii. TCDSB Mental Health and Well-Being Policy (S.03) and associated guidelines
  - iii. Professional Learning to build capacity within the system
  - iv. Service Delivery – Board level
  - v. Service Delivery – Inter-ministerial Partnerships
  - vi. Actionable Items 2016-17
3. The evidence will highlight areas of strength and success and well as areas for future growth for the 2016-15 school year.

## C. BACKGROUND

1. The TCDSB Mental Health and Well-Being Strategy was adopted by TCDSB in January 2016. The TCDSB Mental Health and Well-Being Policy (S.03) was adopted in June 2013. This is the third annual review and update report.

## D. EVIDENCE/RESEARCH/ANALYSIS

1. The following priority areas form the basis of the TCDSB Student Mental Health and Well-Being Strategy 2015-2018:
  - a. **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 all academic life and achievement.
  - b. **Fostering Skills and Knowledge**  
TCDSB is committed to the *Fostering of Skills and Knowledge* of mental health and well-being for and with all students and staff. Our Catholic faith teaches us compassion for one another. As a community, our school board's mental health and well-being can

flourish as we build our awareness and understanding of Mental Health and Well-Being.

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

A focus on *Supporting Well-Being and Decreasing Stigma* will promote wellness and help combat the debilitating impact of stigma. Student mental health, occurs along a continuum. Our supports for student mental health will mirror that continuum. Acknowledging that we all have mental health , just as well all have physical health, will go a long way to tearing down barriers built by stigma.

d. **Engaging Families**

Parents and guardians are an integral part of student well-being and achievement. When families are engaged, students demonstrate increased motivation, higher grades, and better behavior. TCDSB will endeavour to incorporate the family's voice in all aspects of mental health and well-being plans and programming.

e. **Partnering with the Community**

Student mental health and well-being is a shared responsibility between family, school and community including parish. TCDSB recognises the crucial role that each play. Our community partners in child and youth mental health, and health services are integral to the success and well-being of our students. We will continue to work towards equitable and sustainable community partnerships.

2. **Related Legislation/ Policy:**

The TCDSB Mental Health and Well-Being strategy is aligned with the following related legislation and policy:

- Open Minds, Healthy Minds Ontario's Comprehensive Mental Health and Addictions Strategy June 2011<sup>1</sup>
- TCDSB Mental Health and Well-Being (S. 03)

3. **Sources of Evidence:**

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

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<sup>1</sup> [www.health.gov.on.ca/en/common/ministry/publications/reports/mental\\_health2011/mentalhealth\\_rep2011](http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011)

- a. Data for TCDSB Psychology and Social Work Departments (Direct Service):
- Number of Suicide Interventions using ASIST (Applied Suicide Intervention Skills Training) Model
  - Number of Mental Health Awareness / Literacy presentations to staff
  - Number of Social Emotional Group Interventions
  - Number of Social Emotional Individual Counselling Interventions
- b. Data for Mental Health and Well-Being Professional Development:
- Number of TCDSB Staff Trained in ASIST (Applied Suicide Skills Intervention Training).
  - Number of TCDSB Staff trained in safe TALK – Suicide Awareness
  - Number of TCDSB received the Journey To Wellness Presentation
  - Number of Parent Workshop/ Presentations
- c. Data from Inter-Ministerial Partners
- Number of TCDSB Students serviced through MCYS (Ministry of Children and Youth Services) Priority Access Counselling program
  - Number of TCDSB students served though MHLTC (Ministry of Health and Long Term Care) Mental Health and Addictions Nurses (MHAN) Service Navigation Program
  - Number of Community Agency Mental Health partnerships

## E. MEASUREMENT OF THE ACHIEVEMENT OF DELIVERABLES IN 2015-2016

The achievement of the deliverables of the five strategic priorities are assessed:

| 2015-2018 TCDSB<br>Mental Health and<br>Well-Being Strategy   | EVIDENCE / DELIVERABLES (2015-16)   |
|---|---|
| <p><b>1. Building Foundations</b> 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.</p> | <ul style="list-style-type: none"> <li>• TCDSB Mental Health Advisory Council (MHAC) continues to meet regularly providing guidance and input from various board and community stakeholders. (<b>APPENDIX B</b>). Includes all collective bargaining units, trustee, parents, students, and community.</li> <li>• The Stop the Stigma Secondary School Students Mental Health Advisory Council is convened annually. Members are secondary students who have been nominated by their school as representatives to the council to assist in planning and delivering various Stop the Stigma Training and Education Events for students (secondary and elementary).</li> <li>• TCDSB Mental Health and Wellbeing Policy and associated guidelines (i.e. Mental Health Response Guidelines, and Suicide Intervention Guidelines) were shared with principals via regular K-12 principal meetings, as well as presentations to various principal and vice principal associations, and “Issues and Succession” professional learning presentations.</li> <li>• School Social Work and Psychology Staff deliver annual presentations reviewing the TCDSB Mental Health and Well-Being Policy to all school staff</li> </ul> |

| 2015-2018 TCDSB<br>Mental Health and<br>Well-Being Strategy  | EVIDENCE / DELIVERABLES (2015-16)   |
|--|---|
|  | <p>via school staff meetings.</p> <ul style="list-style-type: none"> <li>• The TCDSB Mental Health Crisis Response Guidelines were shared with principals via regular K-12 principal meetings, as well as presentations to various principal and vice principal associations, and “Issues and Succession” presentations.</li> </ul>   |
| <p><b>2. Fostering Skills and Knowledge</b><br/>TCDSB is committed to the <i>Fostering of Skills and Knowledge</i> of mental health and well-being for and with all students and staff. Our Catholic faith teaches us compassion for one another. As a community, our school board’s mental health and well-being can flourish as we build our awareness and understanding of mental health and well-being</p> | <ul style="list-style-type: none"> <li>• School Social Work and Psychology staff delivered presentations of the Ministry of Education’s Mental Health Resource Guide for Educators <b>Supporting Minds</b> (Anxiety Module) to <u>all</u> secondary schools in the Fall 2015. Presentations to elementary schools delivered on an invitational basis.</li> <li>• School Psychology staff delivered 70 <b>Mental Health Awareness and Literacy Presentations</b> to schools (<i>Supporting Minds</i>).</li> <li>• School Social Work staff delivered a total of 601 <b>Mental Health Awareness and Literacy Presentations</b> the total is comprised of (172 Mental Health presentations to school staff including <i>Supporting Minds</i> Presentations, 356 student presentations, and 73 parent presentations).</li> <li>• High quality professional development for teachers regarding student mental health and well-being. (e.g. FRIENDS, SNAP, and Stress Lessons).</li> <li>• Expertise level professional development for school psychology staff and school social workers regarding specific areas/populations pertaining to student mental illness as well as health promotion. (1 day devoted to the Mental Health needs of marginalized youth, and 1 day devoted to Non-Suicidal Self-Injurious behaviours. These PDs were in addition to</li> </ul> |

| <b>2015-2018 TCDSB<br/>Mental Health and<br/>Well-Being Strategy</b> | <b>EVIDENCE / DELIVERABLES (2015-16)</b>  |
|--|---|
|  | <p>regular departmental PD).</p> <ul style="list-style-type: none"> <li>• 288 TCDSB School Social Workers, and School Psychology staff, Guidance staff, and school administrators trained in ASIST (Applied Suicide Intervention Training) thus far. There were 32 additional staff trained in ASIST in 2015-16</li> <li>• Over 800 TCDSB staff (teachers, EAs, CYWs, Administrators) Trained in safe TALK (Suicide Awareness) 195 were trained in 2015-16</li> <li>• Support for teachers as they deliver the newly revised Health and Physical Education curriculum- particularly as it pertains to Mental Health and Well-being. (secondary HPE department head in-serviced, as well as grade 7-8 teachers)</li> </ul> |



| 2015-2018 TCDSB<br>Mental Health and<br>Well-Being Strategy  | EVIDENCE / DELIVERABLES (2015-16)  |
|--|--|
| <p>3. A focus on <i>Supporting Well-Being and Decreasing Stigma</i> will promote wellness and help combat the debilitating impact of stigma. Student Mental health, occurs along a continuum. Our supports for student Mental Health will mirror that continuum. Acknowledging that we all have mental health, just as well all have physical health, will go a long way to tearing down barriers built by stigma.</p> | <ul style="list-style-type: none"> <li>• All Secondary Schools, and 9 pilot elementary schools involved in the Stop the Stigma Student Leadership initiative. This includes many presentations/ seminars for students and staff, and parents. We have increased the number of participating elementary schools from 2 pilot schools in 2014-15, to 11 in 2015-16.</li> <li>• School Psychology staff served 300 students for <b>individual counselling</b>.</li> <li>• School Social Work staff served 7242 students for <b>individual counselling</b>.</li> <li>• School Psychology staff served 80 students for <b>group counselling</b> intervention.</li> <li>• School Social Work staff served 407 students for <b>group counselling</b> intervention.</li> <li>• Social Work staff delivered 94 Collaborative School Based Programs with Community Partners (e.g. What Ever It Takes Program, Lunch and Learn Programs with Community Partners).</li> <li>• Social Work staff delivered 24 School Wide Mental Health and Well-being programs (e.g. Bullying Prevention, Breakfast Program Coordination, Stop the Stigma promotion)</li> <li>• School Psychology staff completed 80 assessments of social emotional functioning / mental health, often resulting in a psychological diagnosis (note: most of the 800 completed Psycho-educational Assessments include a mental health component).</li> <li>• School Psychology staff performed 70 <b>ASIST</b></li> </ul> |

| 2015-2018 TCDSB Mental Health and Well-Being Strategy  | EVIDENCE / DELIVERABLES (2015-16)   |
|--|---|
|  | <p>(Applied Suicide Skills Intervention Model)<br/> <b>suicide intervention risk reviews.</b></p> <ul style="list-style-type: none"> <li>• School Social Work staff performed 612 <b>ASIST</b> (Applied Suicide Skills Intervention Model) <b>suicide intervention risk reviews.</b></li> </ul>   |
| <p><b>4. Engaging Families</b><br/> Parents and guardians are an integral part of student well-being and achievement. When families are engaged, students demonstrate increased motivation, higher grades, and better behavior. TCDSB will endeavour to incorporate the family's voice in all aspects of Mental Health and Well-being plans and programming.</p> | <ul style="list-style-type: none"> <li>• 2015-16 marked the introduction of monthly TCDSB Mental Health Newsletters created for staff, parents, and parish. Our readers indicate that the newsletters have been excellent way to communicate to parents about positive Mental Health and Well-being.</li> <li>• Parent Members of the TCDSB Mental Health Advisory Council met with the executive of CPIC and OAPCE to encourage parent voice with regards to student mental health.</li> <li>• Annual Mental Health Presentation at the TCDSB Special Services Parent Engagement Event (approximately 100 parents in attendance).</li> <li>• Annual information Mental Health booth at the OPACE AGM and Parent Fair.</li> </ul> |

| 2015-2018 TCDSB Mental Health and Well-Being Strategy   | EVIDENCE / DELIVERABLES (2015-16)  |
|---|--|
|   |  |
| <p><b>5. Partnering with the Community</b><br/> Student Mental Health and Well-being is a shared responsibility between family-school-community. TCDSB recognises the crucial role that each play. Our community parenters in child and youth mental health, and health services are integral to the success and well-being of our students. We will continue to work towards equitable and sustainable community partnerships.</p> | <ul style="list-style-type: none"> <li>• Developed and maintained 12 separate partnership agreements (See APPENDIX D) with children’s mental health agencies (2015-16). An additional partnership was developed in 2015-16 with <b>Catholic Family Services</b>.</li> <li>• TCDSB Mental Health Leadership are members of MCYS (Ministry of Children and Youth Services) Priority Access Steering Committee.</li> <li>• TCDSB represented on various community council and expert panels including Toronto Suicide Prevention Strategy, MHLTC (Ministry of Health and Long Term Care) Toronto Child and Family Network 0-6 years, MCYS (Ministry of Children and Youth Services) “Together to Mobilize”, MYCS (Ministry of Children and Youth Services) “Together to Live”, MCYS’s (Ministry of Children and Youth Services) System Transformation Consultation Panel, TCDSB Psychology and Social Work staff presented at a variety of Provincial Mental Health Conferences.</li> <li>• MCYS Priority Access Program (see APPENDIX C) accepted 171 referral for counselling from TCDSB Social Workers and Psychology Staff.</li> <li>• TC-CCAC (Toronto Central Community and Care Access Centre) Mental Health and Addictions Nurses (MHAN) completed 117 referrals in 2015-16.</li> </ul> |

## F. ACTIONABLE ITEMS FOR 2016-17

Based on the assessment of the TCDSB Student Mental Health and Well-Being strategy in 2015-2016 and the emergence and recognition of other areas of focus, the following deliverables will be actioned in the 2016-2017 school year:

1. Highlight the connection between Mental Health and Well-Being and our **Catholic Faith Values as evidenced by** the 2015-18 Strategy which incorporate and demonstrates this strong connection:
  - i. Communicate to our school and parish community the “protective” and supportive nature of our **Catholic Faith** as it pertains to wellness, wholeness, and the dignity of the human being and human spirit.
  - ii. Continued collaboration with our Religious Education Department to support the dissemination of information pertaining to Mental Health and Well-Being through the use of our **Catholic Faith**.
  - iii. The TCDSB monthly Mental Health Newsletter highlights the unique connection between Mental Health - **Catholic Faith** – family – and Parish.
2. Consider possible options for inclusion of school Mental Health and Well-Being Goals to existing school plans. (e.g. Safe and Accepting School Plans) Development this year will focus on expanding the examples of
  - i. School Mental Health goals, and
  - ii. Mental Health resources schools can employ to meet those goals.
3. With the Ministry’s release of “*Supporting Minds: Mental Health Resource Guide for Educators*” in 2013-14, TCDSB has in-serviced all school social work and psychology (and some guidance) in the facilitation of the Anxiety Module (fall 2014). Social Work and Psychology staff will be in-serviced in the **Supporting Minds: Mood and Depression Module** in the fall 2016 for availability to their schools this school year. All

principals will be made aware of the availability of this presentation for their school community.

4. Review of the TCDSB Mental Health Crisis Response Guidelines with all principals will be completed annually.
5. Focusing on areas of targeted need and pursuing the development of more mental health partnerships with children's mental health agencies. A focus on further developing our partnership and collaboration with Toronto Lead agency EMYS East Metro Youth Services).
6. Building on TCDSB's collaboration with the Registered Nurses Association of Ontario (RNAO) and Toronto Public Health "Youth Mental Health Champions Project at 5 TCDSB schools, we expanded Our Stop the Stigma Program at more elementary schools in 2014-15. Adding 6 additional elementary schools 2015-16 and 10 more in 2016-17 (for a total of 21 school in 2016-17).
7. Building capacity with school social work and psychology staff within the area of newcomer mental health and the trauma informed school. A pilot itinerant mental health team consisting of 0.5 FTE Social Work and 0.5 FTE Psychology staff will be launched in the 2016-17 school year. These staff were re-allocated from front line to meet this growing need. They will offer direct service, consultation, and professional development to those TCDSB schools with elevated enrolment of Newcomers.
8. Examination and exploration of parent engagement strategies with respect to student mental health. Continued consultation it the Parent representatives to the Mental Health Advisory council, as well as consultation with CPIC and OAPCE to further develop parent engagement in this area.

## **C. CONCLUDING STATEMENT**

This report is for the consideration of the Board.