



REPORT TO

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

MENTAL HEALTH AND WELL-BEING ANNUAL REPORT FOR 2016-2017

“Do you hear what these children are saying?” they asked him. “Yes,” replied Jesus, “have you never read, from the lips of children and infants you, Lord, have called forth your praise?” Mathew 21:16

Created, Draft	First Tabling	Review
December 18, 2017	January 11, 2017	Click here to enter a date.

Cristina Fernandes, Superintendent of Education, Special Services
Patricia Marra-Stapleton, Mental Health Leader
Dr. Maria Kokai, Chief Psychologist
John Wilhelm, Chief Social Worker

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.



D. Koenig
Associate Director of Academic Affairs

TBA
Associate Director of Planning and
Facilities

Lloyd Noronha
Executive Superintendent of Business
Services and Chief Financial Officer

R. McGuckin
Director of Education

A. EXECUTIVE SUMMARY

A priority area within the TCDSB Multi Year Strategic Plan is fostering Catholic 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, 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, community, and parish. 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 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. In addition, TCDSB's Stop the Stigma Initiative incorporates student leadership and voice in the creation of events and seminars for students, by students. Our Student Mental Health Advisory Council (SMHAC) is leading the Stop the Stigma Initiative at both the elementary and secondary panels.

B. PURPOSE

1. The Mental Health and Well-Being 2016-17 Report includes 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. The Mental Health and Well-Being 2016-17 Report serves the requirement of the board for an annual review and update.

2. The following areas are 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 2017-18
3. The evidence will highlight areas of strength and success for the 2016-17 school year well as areas for future growth for the 2017-18 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, and amended in September of 2017. This is the fourth annual review and update report.

4. 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 with partners. TCDSB will continue to focus on the integration of student Mental Health and Well-being into all aspects of school, community, and faith aspects of student life and voice. Student mental health and well-being underpins all academic life and achievement and achieving the Ontario Catholic School Graduate Expectations.
 - 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 and its connection to our Catholic faith.

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 we all have physical health, will go a long way to tearing down barriers built by stigma. Our students' voice is a crucial element of combatting social injustice and stigma associated with mental illness. Our TCDSB "Stop the Stigma" Initiative is evidence of our students living the Gospel Values at its best.

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 recognizes 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 following related legislation and policy govern the TCDSB mental health strategy:

- Open Minds, Healthy Minds Ontario's Comprehensive Mental Health and Addictions Strategy June 2011¹
- Ontario's Well-Being Strategy for Education: A Discussion Document 2016²
- TCDSB Mental Health and Well-Being (S. 03)

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

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

3. **Sources of Evidence:**

The following sources of data support the TCDSB mental health strategy:

- 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 Intervention Skills 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 through 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. METRICS AND ACCOUNTABILITY

2015-2018 TCDSB Mental Health and Well-Being Strategy	EVIDENCE / DELIVERABLES (2016-17)
<p>1. 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.</p>	<ul style="list-style-type: none"> • TCDSB Mental Health Advisory Council (MHAC) continues to meet regularly providing guidance and input from various board and community stakeholders. (See APPENDIX A). Includes all collective bargaining units, trustee, parents, students, and community. • 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). • TCDSB Mental Health and Well-being 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 through presentations at “Issues Series for Vice Principals” and “Succession Series for Principals”. • School Social Work and Psychology Staff deliver annual presentations reviewing the TCDSB Mental Health and Well-Being Policy to all school staff via school staff meetings. • 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, through presentations at “Issues Series for Vice Principals” and “Succession Series for Principals”.

2015-2018 TCDSB Mental Health and Well-Being Strategy	EVIDENCE / DELIVERABLES (2016-17)
<p>2. Fostering Skills and Knowledge 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 and its connection to our Catholic faith.</p>	<ul style="list-style-type: none"> • School Social Work and Psychology staff delivered presentations of the Ministry of Education's Mental Health Resource Guide for Educators Supporting Minds (Mood and Depression Module) • Presentations to elementary school staff delivered on an invitational basis. • School Psychology staff delivered 70 Mental Health Awareness and Literacy Presentations to schools (this would include <i>Supporting Minds</i> Presentations). • School Social Work staff delivered a total of 782 Mental Health Awareness and Literacy Presentations (the total is comprised of 406 Mental Health presentations to school staff including <i>Supporting Minds</i> Presentations, 301 student presentations, and 75 Parent presentations). • High quality professional development for teachers regarding student mental health and well-being. This will include making links between evidence based mental health programs (e.g. Friends for Life/ Fun Friends, Stop Now and Plan, and Stress Lessons) and the Ontario Curriculum expectations. • 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. • All TCDSB School Social Workers, and all School Psychology staff, 86 Guidance staff, and a number of school administrators trained in ASIST (Applied Suicide Intervention Skills Training) thus far. There were 128 additional staff trained in ASIST in 2016-17.

2015-2018 TCDSB Mental Health and Well-Being Strategy	EVIDENCE / DELIVERABLES (2016-17)
	<ul style="list-style-type: none"> • 995 TCDSB staff (teachers, EAs, CYWs, Administrators) Trained in safe TALK (Suicide Awareness) 154 were trained in 2016-17. • Support for teachers as they deliver the newly revised Health and Physical Education curriculum- particularly as it pertains to Mental Health and Well-being (grade 7-8 teachers).
<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. Our students' voice is a crucial element of combatting social injustice and stigma associated with mental illness. Our TCDSB "Stop the Stigma" Initiative is evidence of our students living the Gospel Values at its best.</p>	<ul style="list-style-type: none"> • All Secondary Schools, and 21 (12 new schools added in 2016-17) 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. • School Psychology staff served 303 students for individual counselling. • School Social Work staff served 7356 students for individual counselling. • School Psychology staff served 80 students for group counselling intervention. • School Social Work staff served 1248 students for group counselling intervention. • School Psychology staff completed full class intervention programs with approximately 770 students. • School Psychology staff completed 70 assessments of social emotional functioning / mental health, often resulting in a psychological diagnosis (note: most of the 770 completed Psycho-educational Assessments include a mental health component). • School Psychology staff performed 105 ASIST (Applied Suicide Intervention Skills Model) suicide intervention risk reviews.

2015-2018 TCDSB Mental Health and Well-Being Strategy	EVIDENCE / DELIVERABLES (2016-17)
<p>4. 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.</p>	<ul style="list-style-type: none"> • School Social Work staff performed 626 ASIST (Applied Suicide Intervention Skills Model) suicide intervention risk reviews. • 2015-16 marked the introduction of monthly TCDSB Mental Health Newsletters created for staff, parents, and parish. Our readers indicate that the newsletters continue to be an excellent way to communicate to parents about positive Mental Health and Well-being with attention paid to the connection between our Catholic Faith and well-being. • 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. • Annual Mental Health Presentation at the TCDSB Special Services Parent Engagement Event (approximately 100 parents in attendance). Presentation focused on the Role of Relationships/ Stillness and Prayer, Balance, and Sleep in supporting our children's mental health • Annual information Mental Health booth at the OPACE AGM and Parent Fair.
<p>5. Partnering with the Community Student Mental Health and Well-being is a shared responsibility between family-school- community. TCDSB recognises the crucial role that each play. Our community partners in child and youth mental health, and health services are</p>	<ul style="list-style-type: none"> • Developed and maintained 13 separate partnership agreements (See APPENDIX B) with children's mental health agencies (2016-17). An additional partnership was developed in 2016-17 with Central Toronto Youth Services. • TCDSB Mental Health Leadership are members of MCYS (Ministry of Children and Youth Services) Priority Access Steering Committee. • TCDSB represented on various community council and expert panels including The Mental Health Commission of Canada's Forum on Immigrant, Refugee, Ethno-cultural and Racialized Populations, TCDSB Psychology and Social Work

2015-2018 TCDSB Mental Health and Well-Being Strategy	EVIDENCE / DELIVERABLES (2016-17)
<p>integral to the success and well-being of our students. We will continue to work towards equitable and sustainable community partnerships.</p>	<p>staff presented at a variety of Provincial Mental Health Conferences.</p> <ul style="list-style-type: none"> • MCYS Priority Access Program (see APPENDIX C) accepted 118 referrals for counselling from TCDSB Social Workers and Psychology Staff. • TC-CCAC (Toronto Central Community and Care Access Centre) Mental Health and Addictions Nurses (MHAN) completed 153 referrals (2016-17) a 14% increase in students served from the previous year.

Appendix D outlines the actionable items for 2017-18.

5. CONCLUDING STATEMENT

This report is for the consideration of the Board.