

Children and Youth Mental Health and Well-Being

Strategic Plan – An Overview – Year 2
Years of Action 2013 - 2017, Toronto District School Board

**HEALTHY SCHOOLS.
HEALTHY RELATIONSHIPS.**

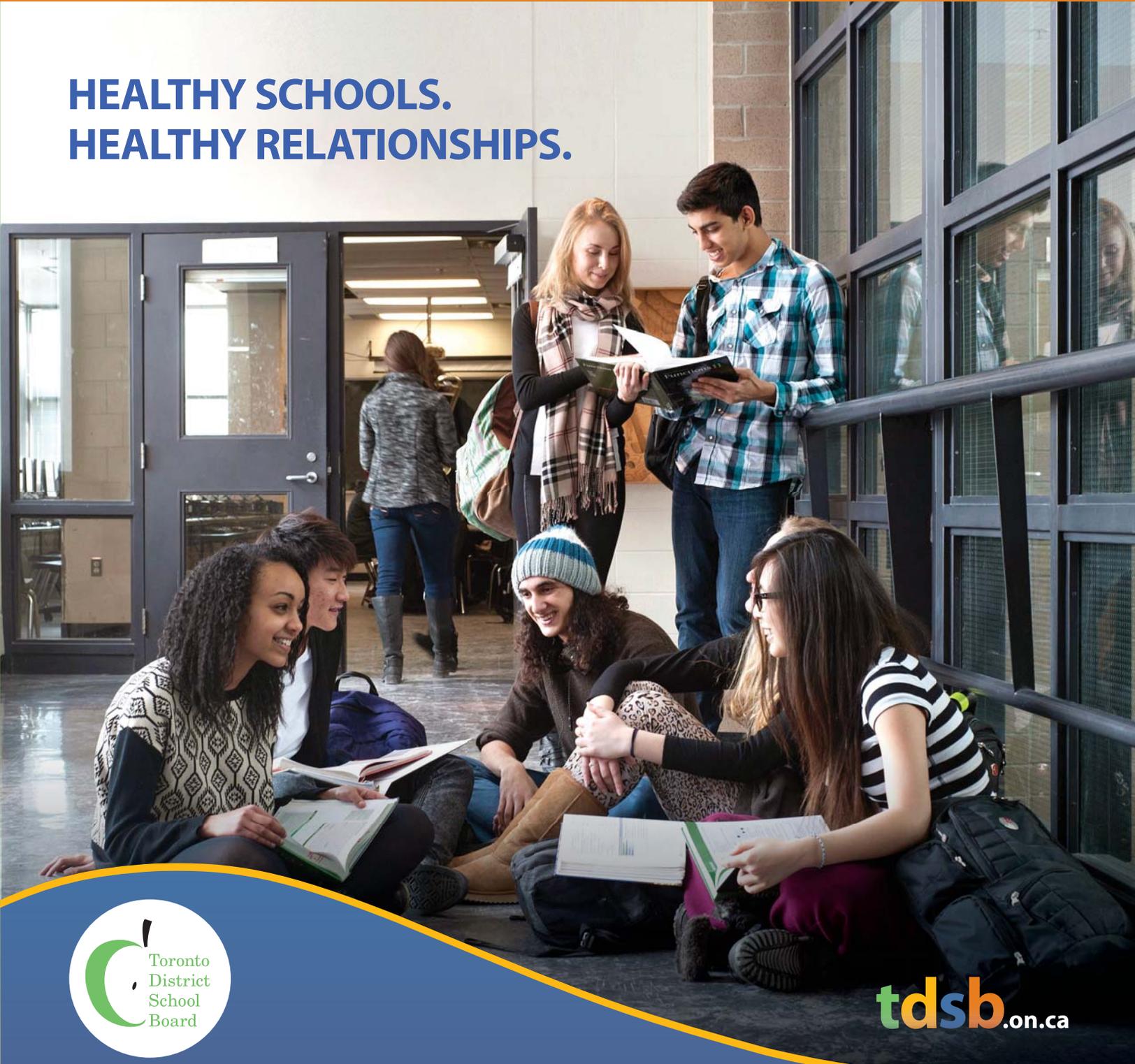


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We would like to thank and acknowledge Trustee Cathy Dandy (Ward 15), senior staff, and members of the Mental Health Leadership Team for their valuable contributions to building the Children and Youth Mental Health and Well-Being Strategy.

Introduction - Director's Letter

The Toronto District School Board is proud of the great things that happen in our classrooms each and every day and is committed to providing all of our students with the supports they need to achieve the highest levels of academic and personal success.

Our Years of Action 2013-2017 plan outlines how we will direct and align our resources to support student achievement and well-being. Mental health and well-being is essential to student success and achievement which is why I have made it a clear priority for our schools.

Student mental health and well-being belongs to everyone and by focusing our actions on decreasing stigma, and increasing understanding and awareness, we are confident that students, parents, and TDSB staff will be better able to identify concerns and know what to do when they, or someone they know, needs help.

Supporting student engagement in mental health and well-being, expanding our anti-stigma programs, supporting schools in developing local mental health plans and providing administrators and educators with tools that promote student mental health are actions that we are taking to shine a spotlight on this area.

TDSB students are fortunate to benefit from a range of mental health and wellness supports that have existed for many years and I am confident that the four-year strategic plan for creating **Healthy Schools. Healthy Relationships.** will help to create a culture where mental health and well-being is integrated into every aspect of our students' school experience.

Student mental health and well-being impacts everyone and belongs to each of us. The TDSB accepts fully our responsibility in this area as demonstrated by our bold and deliberate actions that will be felt in every school. The students, families and staff deserve nothing less, and our determination to make a difference has never been greater.

Donna Quan
Director of Education



*Director of Education,
Donna Quan*

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*Student mental
health and well-being
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belongs to each of us.*

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Children and Youth Mental Health and Well-Being

Mental Health and Well-Being is essential to student success. We will make student mental health a priority at the Toronto District School Board.

While we know that one in five Ontario students has a mental health problem, we also know that schools can promote positive mental health, identify and intervene early to prevent the onset of problems and respond to children and youth in distress www.mentalhealthcommission.ca (September 2013).

The TDSB is actively working to improve the mental health and well-being of our students.

What is Mental Health?

The World Health Organization defines mental health as a “state of well-being in which every individual realizes his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” (World Health Organization)

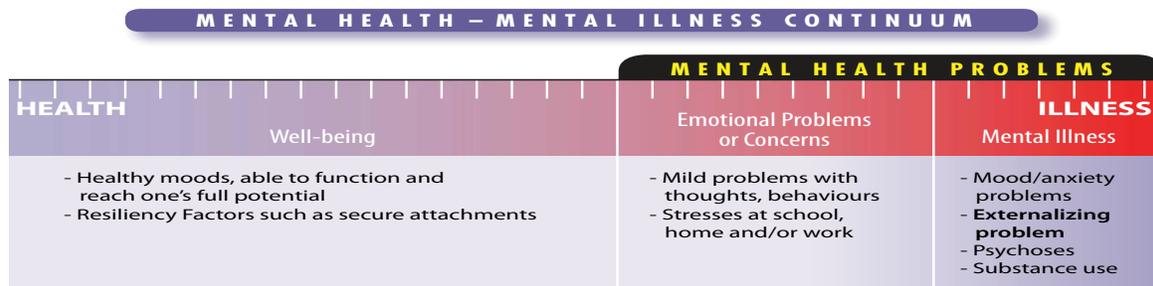
This is the ideal toward which we strive.

Why Focus on Student Mental Health?

Focusing on child and adolescent mental health and wellness promotion, literacy and education has countless documented benefits. “Early signs of mental disorders frequently appear in adolescence yet they are often undiagnosed and go untreated. Young people with mental health disorders are at great risk for dropping out of school, ending up in jail and of not being fully functional members of society in adulthood.”

(http://www.unicef.org/publications/files/pub_adolescence_en.pdf) p.35

It is helpful to think of mental health as occurring along a continuum.



Adapted from MHealthy - University of Michigan Health & Well-Being Services, “Understanding U: Managing the Ups and Downs of Life - What Is Mental Health?”, 2012. http://hr.umich.edu/mhealthy/programs/mental_emotional/understandingu/learn/mental_health.html and Leading Mentally Healthy Schools: A Vision for Student Mental Health and Well-Being in Ontario Schools. A resource for School Administrators, by SMH-ASSIST, 2013.

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Provincial Context

Provincially, considerable attention has been devoted to highlighting the mental health needs of Ontario children and youth. Our work is based on:

- A 2006 document entitled, “A Shared Responsibility – Ontario’s Policy Framework for Child and Youth Mental Health” from the Ministry of Children and Youth Services.
- “Open Minds, Healthy Minds, Ontario’s Comprehensive Mental Health and Addictions Strategy”, a recent document from the Ministry of Health which addresses the issue of mental health supports and service provision.
- Key Ministry of Education documents including “Equity and Inclusive Education in Ontario’s Schools” (2009), “Learning for All” Draft Version (2011) and “Foundations for a Healthy School” (2013).
- Ontario Centre of Excellence for Child and Youth Mental Health documents, “Taking Mental Health to School” and “Scanning the Practice Landscape in School Based Mental Health” which add invaluable data and an educational perspective on this issue.
- Targeted support to school boards continues to be informed by School Mental Health (SMH) ASSIST. This Ministry of Education initiative is designed to systematically support boards with the development and implementation of mental health resources and tools, along with the funding of a Mental Health Lead.

The Mental Health Commission of Canada asserts that

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healthy emotional and social development lay the foundation for mental health and resilience in childhood and throughout life.

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Provincial Context

School Mental Health ASSIST 2014-2017 Strategy At-A-Glance



Implementation Model	Conditions and Capacity	Evidence-Based Programming	Engaging Specific Populations	System Coordination
Priority Areas 2014-2015				
Implementation	Consolidate Conditions	Decision Support	Early Years	4+ System of Care
Internal/External Communication	LITERACY – Classroom Staff	Alignment and Linkages	Indigenous	Pathways and Roles
Knowledge Mobilization	LITERACY – School / System Leaders	Innovation Pilots	LGBTQ	Connections with TCU and Pre-Service
Evaluation and Measurement	EXPERTISE – SMH Professionals	Learning and Scale Up Lab	Youth and Family Voice	National/International Linkages
Support Structures				
Meta-Team	Resource Development Team	EBP Team	Special Populations Team	System and Pathways Team
Key Deliverables				
Implementation Framework and Coaching Toolkit	Supporting Minds Modules	Decision Support Tool	Specific Populations Series of Webinars	Pathways and Roles Toolkit
Communication Plan and execution of core tactics	Collaboration with Principal and SO associations to offer events and resources	Curriculum connections and materials to support student well-being	Communities of Practice	Implementation Learnings Summary Report and 4+ cross-sector activities
Renewed Evaluation and KTE Plans, and associated tactics	Expertise Modules and SIGs (Psychosis, NSSI, Addictions, Resiliency)	Innovation Pilots for SEL and for Addictions	Youth and Family Engagement Team(s)	Links with SMHILE, SBMHSA, and other international groups
		HWDSB Learning Lab Structure, Processes	Youth Engagement Guidelines	

Toronto District School Board Context

Mission

We are committed to a board-wide culture that develops resilience in school communities, recognizes the profound understanding of the connection between mental health and student achievement, and the dynamic collaboration between schools and communities. With students as our key stakeholders, their voice shapes our understanding of how we ensure mental health is a priority in every school community.

Vision

- A new transformed culture where mental health and well-being is integrated into every aspect of each student's school experience.
 - A shared understanding of the connection between mental health and well-being and student achievement which supports every student's academic and personal success.
 - A shared responsibility for every student's mental health and well-being that guides our decision making and allocation of resources.
 - A coordinated approach to providing a continuum of service that is aligned and responsive to the needs of students, parents and staff.
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TDSB Commitments

- To support staff to be caring adults in the lives of students.
- To raise awareness and increase knowledge through professional learning and the implementation of evidence-based promotion, prevention and intervention programs.
- To identify students in need of enhanced support and to help them and their families to connect to appropriate care through effective referral systems and pathways.
- To collaborate with partners within a larger system of care.

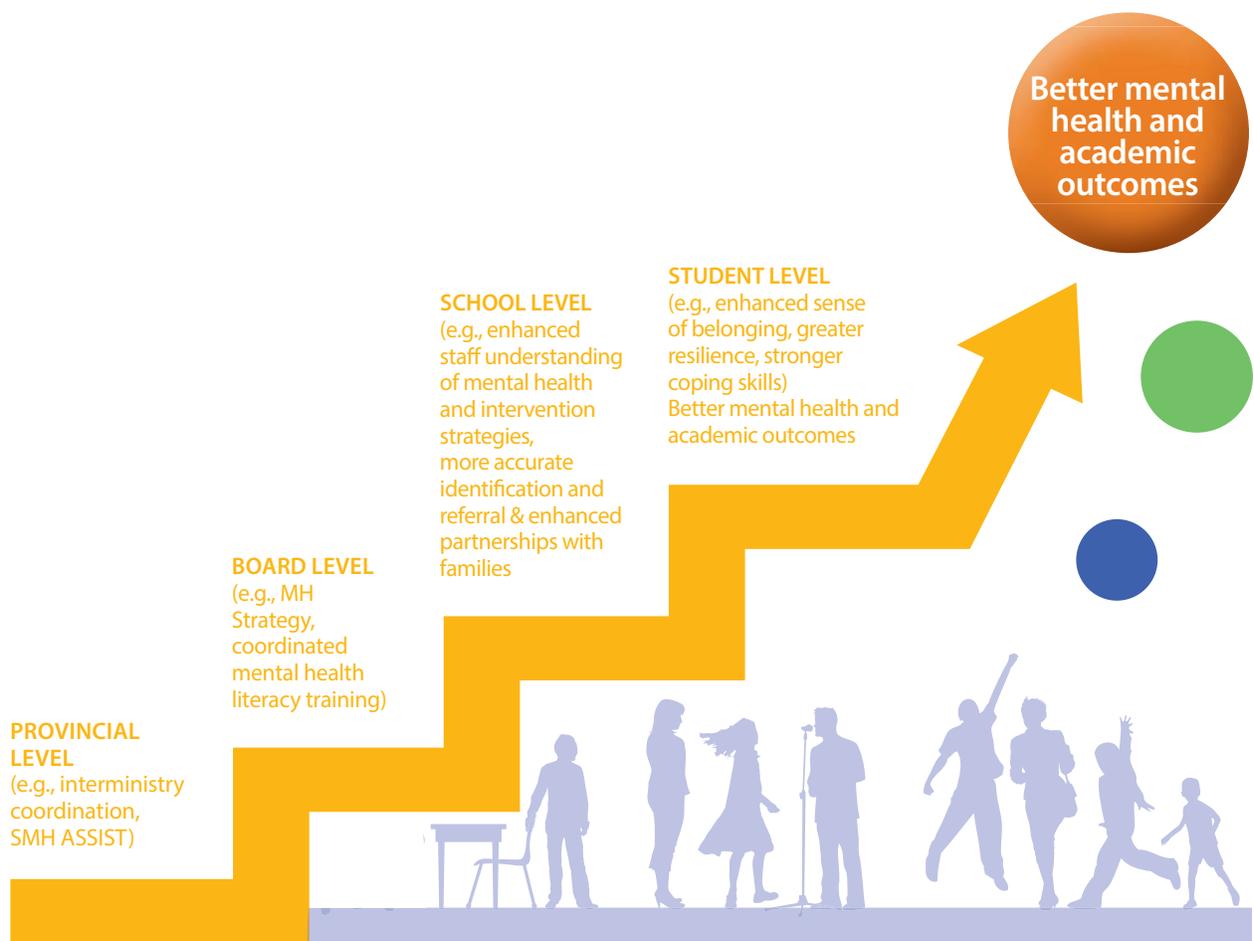
**our
vision**

is a culture where
mental health
and well-being is
integrated into every
aspect of every
student's school
experience.



Toronto District School Board Context

The goal of better mental health and academic outcomes requires the efforts of many key players at all levels. There are clear links between the School Mental Health ASSIST initiative, our system, schools and students in the achieving this goal.



Adapted SMH ASSIST

What the TDSB Research Tells Us

In 2011, the TDSB conducted a student and parent census that yielded vital information in the area of mental health. Through survey questions about students' emotional well-being that were included for the first time, it was confirmed that mental health is a top priority for our elementary and secondary students.

The 2011 - 2012 Student and Parent Census established that:

- 73% of students between Grades 9-12 worried about their future and 59% of students in Grades 7-8 reported worrying about their future.
- Over a third of Grade 9-12 students reported that they were under a lot of stress (38%) and also reported they were nervous or anxious (34%) 'often' or 'all of the time'.
- The majority of students reported that they worried about their school work 'all the time' or 'often' - Grades 9-12 students (71%) and Grades 7-8 students (64%).

For further information from the 2011-2012 Student and Parent Census, please refer to:

- "FACTS 2011-2012 Student and Parent Census", Issue 2, June 2013 TDSB Students (Grades 7-12): Emotional Well-being (Part 1 of 2).
- "FACTS 2011-2012 Student and Parent Census", Issue 3, June 2013 TDSB Students (Grades 7-12): Emotional Well-being (Part 2 of 2).

A 2012 TDSB Survey (Resource Mapping) of 210 elementary and secondary schools, involving a range of school staff numbering over 900 revealed that;

- 97% of respondents reported that student emotional well-being is very/ extremely important to academic achievement in their school.
- Respondents indicated that Anxiety (44%) and Depression (41%) were their primary concerns.
- Staff reported that a stronger, more coordinated approach to mental health is needed to better serve our students.
- Key staff groups reported that while there is support for student mental health they lack the skills and expertise to provide effective support. (94%)
- Parents and students are key partners and, like TDSB staff, require education and support.

97%

of respondents reported that student emotional well-being is very/ extremely important to academic achievement in their school.



Development of the Children and Youth Mental Health and Well-Being Strategy - Year 1: 2012/2013

Key Work to Date

It is important to recognize that mental health and wellness supports have existed in our Board for many years, prior to the development of the Mental Health Strategy. Professional Support Services staff have been at the forefront of mental health service provision and their contributions have been considerable. The Children and Youth Mental Health and Well-Being Strategy will continue to rely heavily on Professional Support Services in collaboration with administrators, educators and support staff to provide a comprehensive and systemic approach to mental health education and intervention across the Board.

Laying the Foundation - Year 1: 2012/2013

- Began work with School Mental Health Awareness Strategy Selection and Implementation Support Team (ASSIST) project.
- Established Committees – Core Planning Team, Leadership Team, Mental Health Strategy Work Group to inform the draft Mental Health Strategy.
- Developed the draft Mental Health Strategy.
- Incorporated extensive input to the draft Mental Health Strategy (met with 13 different groups representing school-based, central staff and external partners).
- Obtained information from the release of documents - “Foundations for a Healthy School” and “Supporting Minds” which helped to shape and give strength to the directions identified in the development of the strategy.
- Completed a Board Scan that provided a high level snapshot of the TDSB’s organizational conditions, resources and supports.
- Utilized TDSB data from Resource Mapping exercise (Appendix 1) to inform our Mental Health Strategy (more than 200 submissions reflecting the input of over 900 people).
- Used 2011-2012 Student & Parent Census results that confirmed the issues identified in schools and provided a springboard for action in areas such as Mental Health Literacy, Anti-Stigma and increased knowledge on specific issues such as anxiety and depression.

73%
of students between
grades 9-12 worry
about their future.



Implementation of the Children and Youth Mental Health and Well-Being Strategy - Year 2: 2013/2014

Implementation - Year 2: 2013/2014

- Introduce “Years of Action Framework 2013 - 2017”.
- Revise Mental Health Strategy and develop SMART goals to align with the Board Improvement Plan - Student Achievement and Foundations for a Healthy School incorporating the input from the groups consulted.
- Identify key priorities and measurable outcomes for 2013/2014.
- Plan a public launch of the Children and Youth Mental Health and Well-Being Strategy 2013-2017 in January 2014.
- Develop Communications Plan detailing the actions and activities for the school year focused on the goal of optimal exposure and education in the area of mental health and well-being.
- Focus professional and staff development on increasing mental health foundational knowledge among staff, students and parents.
- Develop professional learning modules on specific mental health topics, (i.e. anxiety, depression) for administrators, educators, students and parents.
- Establish a Suicide Prevention, Intervention and Postvention Working Group to develop system wide protocol.
- Develop training packages for staff by Professional Support Services staff, in the area of suicide awareness and clinical suicide intervention to deliver systematically across the Board.
- Create written material and mental health resource guides/lists for staff, students and parents.
- Position and utilize key staff in each Family of Schools and in every school as champions of mental health.
- Work to establish Mental Health Teams in every school that will develop a unique school plan for mental health promotion and education.
- Ensure ongoing dialogue with School-based Mental Health Workers and Priority Access Workers –(Ministry of Children and Youth Services) as well as Mental Health and Addictions Nurses (Ministry of Health and Long Term Care) to provide an improved and better coordinated system of care for our students.

Over a third of
**grade
9-12**
students reported
that they were under
a lot of stress and also
reported they were
nervous or anxious
'often' or 'all of the
time'.



Strengthening the Implementation of the Children and Youth Mental Health and Well-Being Strategy - Year 3: 2014/2015

Strengthening the Implementation - Year 3: 2014/2015

- Review the Children and Youth Mental Health and Well-Being Strategy to identify progress and achievement of goals and objectives as set out in the Years of Action 2013-2017 and in the Board Improvement Plan - Student Achievement (BIPSA).
- Identify key actions and measurable outcomes for 2014/2015.
- Review the Communications Plan detailing the actions and activities for the 2014/2015 school year to support the ongoing exposure and education of mental health and well-being across the system.
- Create and implement training modules to further enhance the foundational knowledge established by going deeper into specific topics such as Anxiety for administrators, educators, students and parents.
- Provide tiered professional development to all staff in the area of Suicide awareness and clinical Suicide intervention training to Professional Support Services staff.
- Complete the comprehensive Suicide Prevention, Intervention and Postvention plan.
- Position and utilize key staff in each Family of Schools and in every school as champions of mental health.
- Support Mental Health Teams in every school to develop and implement mental health action plans.
- Support the implementation of a “Caring Adult” program in every school to ensure Healthy Schools. Healthy Relationships.
- Determine evidence-informed practices that support mental health promotion, prevention and intervention.
- Further student engagement and voice in promoting and implementing positive mental health and well-being.
- Enhance parent engagement and “parents as partners” in supporting students’ mental health and well-being.
- Strengthen pathways through continued collaboration with community and health partners, as well as various Ministries such as the Ministry of Health and Long Term Care to provide an improved and better coordinated system of care for our students.

66 %
of
Grade
9-12

students reported a sense of belonging in their schools ‘often’ or ‘all of the time’.



Creating Mentally Healthy Schools

The Children and Youth Mental Health and Well-Being Strategy 2013-2017 will focus on the following:

- **Providing Professional Development** to increase awareness as well as build skills and knowledge.
- **Reducing the Stigma** associated with mental health.
- **Establishing Mental Health and Well-Being Teams** in schools to assist in the delivery of mental health supports and training.
- **Expanding and Strengthening Community Mental Health Partnerships** to better meet our system needs.
- **Engaging parents as key partners** in mental health initiatives.



Children and Youth Mental Health and Well-Being Strategy 2013-2017 - Year 1

Components	High Quality Services and Programs	A Caring School Culture and Healthy Physical Environment	A Supportive Social Environment	Parent and Community Partnerships
<p>Intentional Prevention and Intervention</p> <p>(Extracted from Foundations for a Healthy School Ministry of Education 2013)</p>	<ul style="list-style-type: none"> Identifying areas of the curriculum where mental health can be taught throughout the year Providing staff in-service training on recognizing signs and symptoms and using appropriate intervention strategies when dealing with issues about mental health Providing programming that does not stigmatize mental disorders and that promotes positive healthy behaviours 	<ul style="list-style-type: none"> Establishing an area in the school for students to participate in physical activity and clubs, especially during the winter months Developing a resource section in the library for teachers/parents with a range of books and materials about mental health Establishing a school-based health/life style centre 	<ul style="list-style-type: none"> Providing students with information and training on mental health and with an opportunity to plan and organize a committee to address mental health issues in the school Sending out a student and/or parent survey to establish the areas of mental health that need to be focused on in the school Establishing a protocol to ensure that mental health resources used are consistent with the messages of the school and board 	<ul style="list-style-type: none"> Establishing a school council committee to discuss and coordinate mental health initiatives in the school and community Providing information from community partners in the school newsletter for parents Providing access to researchers to examine mental health issues and support available in the school
Data	<p><u>TDSB Student Census Data:</u></p> <ul style="list-style-type: none"> 38% of Gr. 9-12 students indicated they were “under a lot of stress” often or all the time 34% of Gr. 9-12 students indicated they were nervous/anxious often or all the time 17% of Gr. 9-12 students stated they were “down” often or all the time 18% of Gr.7-8 students indicated they were “under a lot of stress” often or all the time 26% of Gr. 7-8 students said they were nervous/anxious often or all the time 10% of Gr. 7-8 students stated they were “down” often or all the time <p><u>TDSB Resource Mapping Data:</u></p> <ul style="list-style-type: none"> 97% of staff indicated that student emotional well-being is very important/extremely important to academic achievement in school 44% of TDSB staff reported that “anxiety” was their top concern 41% of Board staff indicated that “depression” was their second most pressing concern 	<p><u>TDSB Student Census Data:</u></p> <ul style="list-style-type: none"> 70-76% of Gr. 7-12 students with high/middle emotional well-being enjoyed school and felt that they belonged in school all the time or often. Students with low emotional well-being were much less likely to feel that way (44%) 29% of Gr.7-12 students with low emotional well-being felt comfortable discussing a problem with their teachers Gr. 7-12 students with low emotional well-being were less physically active on a daily basis (35%), less likely to participate regularly in team sports activities outside school (24%) and less likely to eat breakfast on a regular basis (61%) 34% of Gr. 7-8 students and 46% of Gr. 9-12 students report they do not have an adult in the school that they feel comfortable going to for personal support, advice or help Having at least one significant, caring relationship with an adult is one of the positive, protective factors for child and youth mental health (“A Shared Responsibility” Ontario’s Policy Framework for Child and Youth Mental Health – MCYS, 2006) Teachers and other school staff help make schools a positive space that contributes to good mental health (“Putting Youth in the Picture” -Provincial Advocate for Children and Youth, 2013) 	<ul style="list-style-type: none"> 70% of students and 51% of service providers feel stigma is a barrier to accessing mental health supports in school (Canadian Mental Health Association) The stigma associated with mental health continues to create barriers to social acceptance and access to services/supports (Ministry of Children and Youth Services) <p><u>TDSB Student Census Data:</u></p> <ul style="list-style-type: none"> Students’ emotional well-being declined by grade. The proportion of students with high/middle emotional well-being dropped from 87% in Gr.7 to 69% by Gr.12, with greater declines over the secondary school years Male students were more likely than female students to be at the high/middle emotional well-being level Gr. 7-12 students with low emotional well-being had fewer close friends in school (63%), were less likely to get along well with other students (69%) and less likely to feel accepted by other students (55%) A quarter of Gr.9-12 students (24%) who identified themselves as heterosexual were at the low emotional level; the proportion was double for LGBTQ students (41%) 	<ul style="list-style-type: none"> Model Schools Pediatric Health Initiative – Six Pediatric Clinics in 5 elementary schools and 1 secondary school Six Telepsychiatry Sites – in 4 schools and 2 in the Education Offices (in partnership with Tele-Link for Health) “Beyond 3:30: A Multi-Purpose After-School Program for Inner-City Middle Schools” in 13 schools serving 380 students <p><u>Partnerships Between TDSB and External Resources:</u></p> <ul style="list-style-type: none"> Toronto Central-Community Care Access Centre, Mental Health and Addictions Nurses (Six assigned to TDSB) Toronto Public Health Over 40 Mental Health partnerships <p><u>TDSB Student Census Data:</u></p> <ul style="list-style-type: none"> Gr.7-12 students with low emotional well-being were more likely to feel their parents expected too much from them (50%), less likely to talk with their parents about school work (40%) and felt less comfortable discussing problems with their parents (36%) <p><u>TDSB Resource Mapping Data:</u></p> <ul style="list-style-type: none"> TDSB staff want increased formal partnerships with community mental health organizations; quick access to needed services; increased culturally relevant partnerships; increased direct links with community partnership and schools; access to community mental health programs across schools; and closer collaboration between the education and healthcare sector

Children and Youth Mental Health and Well-Being Strategy 2013-2017 - Year 1

Components	High Quality Services and Programs	A Caring School Culture and Healthy Physical Environment	A Supportive Social Environment	Parent and Community Partnerships
SMART Goals	<ul style="list-style-type: none"> 100% of school staff including administrators, teachers, support staff and Professional Support Services staff will receive professional development and training on the Foundations of Mental Health including the topics of anxiety, depression, self-harm and suicide by June 2014 	<ul style="list-style-type: none"> All schools will establish "Mental Health Teams" that will be responsible for facilitating student mental well-being in the schools. Members of these teams may include teachers, support staff, students, parents, administrators and community partners 	<ul style="list-style-type: none"> Increase by 50% the number of secondary schools engaged in anti-stigma initiatives by June 2014 	<ul style="list-style-type: none"> Expand and strengthen mental health partnerships to better meet system needs Enhance parental engagement and on-going communication between home and school
Actions 2013 - 2014 Year 1	<ul style="list-style-type: none"> Develop mental health awareness and literacy training modules in collaboration with Professional Learning, Training and Leadership Development department Training of school staff will be accessed through Key to Learn An evaluation survey will be developed to accompany the training modules 	<p>School-based Mental Health Teams will:</p> <ul style="list-style-type: none"> Develop a Mental Health Action Plan for their school that aligns to the School Improvement Plan and School Effectiveness Framework Coordinate professional learning sessions for staff and parents Coordinate school-based activities for students and parents Facilitate a healthy physical environment in every school. Develop a "caring adult" program in every school Facilitate and engage community supports, Mental Health and Addictions Nurses and other resources as needed 	<ul style="list-style-type: none"> Superintendents of Education to identify 2 secondary schools in their Family of Schools to participate in anti-stigma programs such as "Stop the Stigma" and "Talk to Youth Lately" The "Mental Health Training and Promotion Social Workers" and the Professional Support Services staff will work with secondary schools in the implementation of the anti-stigma programs The "Mental Health Training and Promotion Social Workers" and the Professional Support Services staff will work with elementary schools to promote students' mental well-being by fostering resiliency, self-regulation and positive self-esteem 	<ul style="list-style-type: none"> Collaborate with primary care providers and hospitals to explore potential expansion of Pediatric Clinics Train staff to access and utilize Telepsychiatry sites/services Facilitate space in schools to host "Beyond 3:30" programs <p>Track and monitor the impact of Mental Health supports in TDSB departments/programs:</p> <ul style="list-style-type: none"> Gender-Based Violence Prevention (Social Work) Aboriginal Education (Social Work, Child and Youth Services) Caring and Safe Schools (Social Work, Psychology) Special Education – Autism Spectrum Disorder Team, Behaviour Regional Services Team (Social Work, Psychology, Child and Youth Services) Track and monitor the impact of the Mental Health and Addictions Nurses Identify external Mental Health resources, agencies and services to further support students and staff Develop "parents as partners" in supporting students' mental health and well-being by increasing awareness, providing information and resources and collaborating with parents in creating mentally healthy schools
Measures of Impact Evidence	<ul style="list-style-type: none"> Number of staff trained through the implementation of awareness and literacy training modules Collection of evaluation survey information to assess effectiveness of the training 	<ul style="list-style-type: none"> All schools report the establishment of a Mental Health Team to their Superintendent Superintendents track and monitor the impact of school mental health action plans 	<ul style="list-style-type: none"> Number of anti-stigma programs in secondary schools to increase by 50% (40 schools) Effectiveness of programs measured through the data gathered in the "Stop the Stigma" and "Talk to Youth Lately" evaluations 	<ul style="list-style-type: none"> Evaluative research conducted on Model Schools Pediatric Health Initiative and Beyond 3:30 programs Number of programs offered by expanding existing agreements Number of formal partnerships established Effectiveness of programs measured by data collected by agencies as required by Partnership agreement

Children and Youth Mental Health and Well-Being Strategy 2013-2017 - Year 2

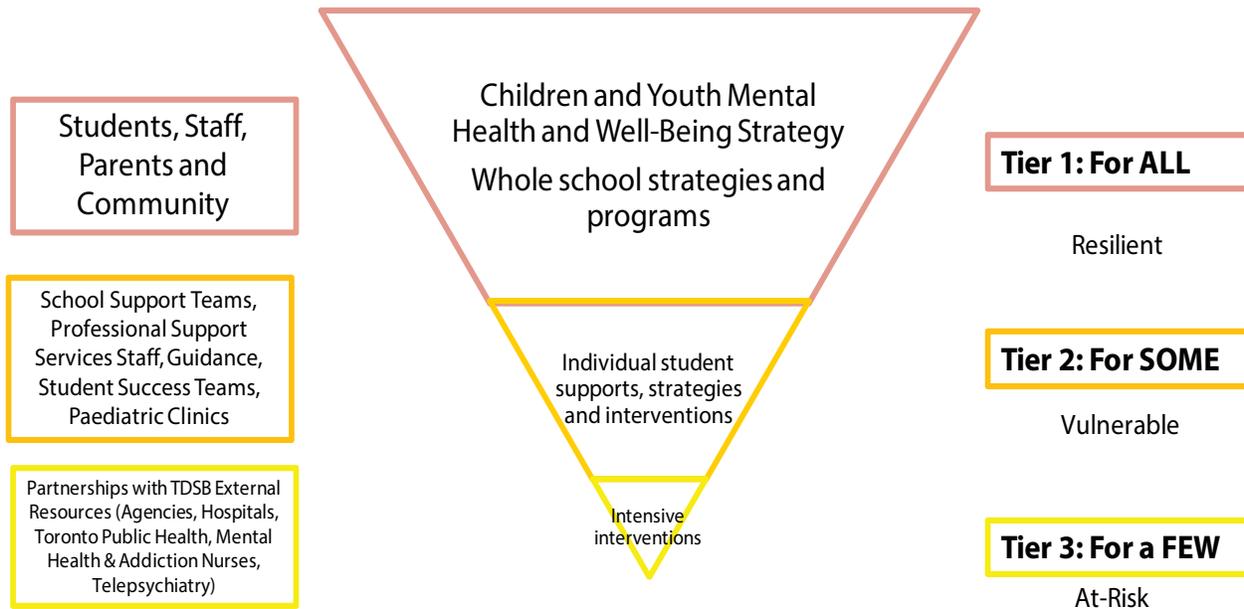
Components	High Quality Services and Programs	A Caring School Culture and Healthy Physical Environment	A Supportive Social Environment	Parent and Community Partnerships
<p>Intentional Prevention and Intervention</p> <p>(Extracted from Foundations for a Healthy School Ministry of Education 2013)</p>	<ul style="list-style-type: none"> Identifying areas of the curriculum where mental health can be taught throughout the year Providing staff in-service training on recognizing signs and symptoms and using appropriate intervention strategies when dealing with issues about mental health Providing programming that does not stigmatize mental disorders and that promotes positive healthy behaviours 	<ul style="list-style-type: none"> Establishing an area in the school for students to participate in physical activity and clubs, especially during the winter months Developing a resource section in the library for teachers/parents with a range of books and materials about mental health Establishing a school-based health/life style centre 	<ul style="list-style-type: none"> Providing students with information and training on mental health and with an opportunity to plan and organize a committee to address mental health issues in the school Sending out a student and/or parent survey to establish the areas of mental health that need to be focused on in the school Establishing a protocol to ensure that mental health resources used are consistent with the messages of the school and board 	<ul style="list-style-type: none"> Establishing a school council committee to discuss and coordinate mental health initiatives in the school and community Providing information from community partners in the school newsletter for parents Providing access to researchers to examine mental health issues and support available in the school
Data	<p><u>TDSB Student Census Data:</u></p> <ul style="list-style-type: none"> 38% of Gr. 9-12 students indicated they were “under a lot of stress” often or all the time 34% of Gr. 9-12 students indicated they were nervous/anxious often or all the time 17% of Gr. 9-12 students stated they were “down” often or all the time 18% of Gr.7-8 students indicated they were “under a lot of stress” often or all the time 26% of Gr. 7-8 students said they were nervous/anxious often or all the time 10% of Gr. 7-8 students stated they were “down” often or all the time <p><u>TDSB Resource Mapping Data:</u></p> <ul style="list-style-type: none"> 97% of staff indicated that student emotional well-being is very important/extremely important to academic achievement in school 44% of TDSB staff reported that “anxiety” was their top concern 41% of Board staff indicated that “depression” was their second most pressing concern 	<p><u>TDSB Student Census Data:</u></p> <ul style="list-style-type: none"> 70-76% of Gr. 7-12 students with high/middle emotional well-being enjoyed school and felt that they belonged in school all the time or often. Students with low emotional well-being were much less likely to feel that way (44%) 29% of Gr.7-12 students with low emotional well-being felt comfortable discussing a problem with their teachers Gr. 7-12 students with low emotional well-being were less physically active on a daily basis (35%), less likely to participate regularly in team sports activities outside school (24%) and less likely to eat breakfast on a regular basis (61%) 34% of Gr. 7-8 students and 46% of Gr. 9-12 students report they do not have an adult in the school that they feel comfortable going to for personal support, advice or help Having at least one significant, caring relationship with an adult is one of the positive, protective factors for child and youth mental health (“A Shared Responsibility” Ontario’s Policy Framework for Child and Youth Mental Health – MCYS, 2006) Teachers and other school staff help make schools a positive space that contributes to good mental health (“Putting Youth in the Picture” -Provincial Advocate for Children and Youth, 2013) 	<ul style="list-style-type: none"> 70% of students and 51% of service providers feel stigma is a barrier to accessing mental health supports in school (Canadian Mental Health Association) The stigma associated with mental health continues to create barriers to social acceptance and access to services/supports (Ministry of Children and Youth Services) <p><u>TDSB Student Census Data:</u></p> <ul style="list-style-type: none"> Students’ emotional well-being declined by grade. The proportion of students with high/middle emotional well-being dropped from 87% in Gr.7 to 69% by Gr.12, with greater declines over the secondary school years Male students were more likely than female students to be at the high/middle emotional well-being level Gr. 7-12 students with low emotional well-being had fewer close friends in school (63%), were less likely to get along well with other students (69%) and less likely to feel accepted by other students (55%) A quarter of Gr.9-12 students (24%) who identified themselves as heterosexual were at the low emotional level; the proportion was double for LGBTQ students (41%) 	<ul style="list-style-type: none"> Model Schools Pediatric Health Initiative – Six Pediatric Clinics in 5 elementary schools and 1 secondary school Six Telepsychiatry Sites – in 4 schools and 2 in the Education Offices (in partnership with Tele-Link for Health) “Beyond 3:30: A Multi-Purpose After-School Program for Inner-City Middle Schools” in 13 schools serving 380 students <p><u>Partnerships Between TDSB and External Resources:</u></p> <ul style="list-style-type: none"> Toronto Central-Community Care Access Centre, Mental Health and Addictions Nurses (Six assigned to TDSB) Toronto Public Health Over 40 Mental Health partnerships <p><u>TDSB Student Census Data:</u></p> <ul style="list-style-type: none"> Gr.7-12 students with low emotional well-being were more likely to feel their parents expected too much from them (50%), less likely to talk with their parents about school work (40%) and felt less comfortable discussing problems with their parents (36%) <p><u>TDSB Resource Mapping Data:</u></p> <ul style="list-style-type: none"> TDSB staff want increased formal partnerships with community mental health organizations; quick access to needed services; increased culturally relevant partnerships; increased direct links with community partnership and schools; access to community mental health programs across schools; and closer collaboration between the education and healthcare sector

Children and Youth Mental Health and Well-Being Strategy 2013-2017 - Year 2

Components	High Quality Services and Programs	A Caring School Culture and Healthy Physical Environment	A Supportive Social Environment	Parent and Community Partnerships
SMART Goals	<ul style="list-style-type: none"> 100% of school staff including administrators, teachers, support staff and Professional Support Services staff will receive professional development and training on the Foundations of Mental Health including the topics of anxiety, depression, self-harm and suicide by June 2015 	<ul style="list-style-type: none"> All schools will establish "Mental Health Teams" that will be responsible for facilitating student mental well-being in the schools. Members of these teams may include teachers, support staff, students, parents, administrators and community partners 	<ul style="list-style-type: none"> Increase by 50% the number of secondary schools engaged in anti-stigma initiatives by June 2015 	<ul style="list-style-type: none"> Expand and strengthen mental health partnerships to better meet system needs Enhance parental engagement and on-going communication between home and school
Actions 2014 - 2015 Year 2	<ul style="list-style-type: none"> Develop Anxiety and Suicide awareness, literacy and expert training modules Develop a tiered professional learning plan to implement the Anxiety and Suicide awareness, literacy and expert training Continue to track and monitor the number of staff who have viewed the Foundations of Mental Health online training module Develop a plan to increase the number of staff who have accessed and viewed the Foundations of Mental Health online training module 	<p>School-based Mental Health Teams will:</p> <ul style="list-style-type: none"> Support schools to strengthen existing "Caring Adult" programs Support schools to establish a "Caring Adult" program Develop the leadership capacity of the Mental Health FOS Lead Principals/ Vice-Principals 	<ul style="list-style-type: none"> Strengthen existing anti-stigma programs in the initial secondary schools (23 schools) Work with newly identified secondary schools and key community partners to support their participation in anti-stigma programs Superintendents of Education to identify two secondary schools in their Family of Schools to engage in anti-stigma programs Organize an annual Anti-Stigma Symposium for students in partnership with other departments 	<ul style="list-style-type: none"> Open a Model Schools Pediatric Health Initiative (MSPHI) pediatric clinic at Parkdale PS Enhance services provided through the Telepsychiatry partnership to include professional development Expand the "Beyond 3:30" programs to three or four more schools in specific priority neighbourhoods Continue to track and monitor the impact of Mental Health supports in TDSB departments/ programs Increase the clarity of the Mental Health and Addictions Nurses' role and widely disseminate this information to the system Continue to collaborate with children's mental health agencies to expedite community-based counselling supports for high needs students as requiring priority access Organize an annual Mental Health Symposium for parents in partnership with other departments and key community partners
Measures of Impact Evidence	<ul style="list-style-type: none"> Number of staff trained through the implementation of awareness and literacy training modules Collection of evaluation survey information to assess effectiveness of the training 	<ul style="list-style-type: none"> All schools report the establishment of a Mental Health Team to their Superintendent Superintendents track and monitor the impact of school mental health action plans 	<ul style="list-style-type: none"> Number of anti-stigma programs in secondary schools to increase by 50% (80 schools) Effectiveness of programs measured through the data gathered from the anti-stigma programs 	<ul style="list-style-type: none"> Evaluative research conducted on Model Schools Pediatric Health Initiative and Beyond 3:30 programs Number of programs offered by expanding existing agreements Number of formal partnerships established Effectiveness of programs measured by data collected by agencies as required by Partnership agreement

Our Approach

Children and Youth Mental Health and Well-Being



Healthy Schools. Healthy Relationships.

ALL students will gain support from whole school strategies and programming that enhances social/emotional learning and fosters resilience.

SOME students will show signs of mild to moderate distress and will need individual student supports and strategies, as well as some interventions.

FEW students will need intensive interventions to address more severe and lasting challenges that may be seen as mental health problems.

In Conclusion:

- Mental Health and well-being is essential to student achievement and a priority for the TDSB.
- Student mental health and well-being impacts everyone and belongs to each of us.
- The TDSB recognizes the critical role that relationships play in the mental health of our students.
- The TDSB is committed to developing resilience, increasing mental health and well-being awareness, literacy and expertise of students, staff and parents.
- The TDSB will ensure that staff understand and utilize the range of mental health and well-being supports within our system and in collaboration with our community partners.
- Parents and students are key partners whose participation are both essential and valued.

Appendix 1

Resource Mapping - Findings (February 2013)

The Resource Mapping Survey was completed in each school with a team facilitated by the Principal. The team included the Principal/Vice-Principal, Professional Support Services staff representative (e.g. Social Work and Attendance, Psychology, Child and Youth Worker/Counsellor), Student Success teacher, and school-based Special Education staff.

The surveys were completed by 210 schools, including 162 elementary schools and 48 secondary schools. In total, 925 staff participated in the school teams to complete the surveys.

Areas of Strength

Areas of strength identified in the Resource Mapping findings reflect:

Commitment	<ul style="list-style-type: none"> • 56.5% of respondents indicated that they are very/extremely concerned about student mental health in their school. • 97.1% of respondents indicated that student emotional well-being is very/extremely important to academic achievement in their school. • 48.3% of respondents indicated that student mental health is part of their School Improvement Plan (SIP). • Strong commitment across many services, departments, programs supporting student mental health and well-being. • The Mental Health Leadership Team guides system level planning to support the implementation of the Mental Health Strategy.
Professional Development	<ul style="list-style-type: none"> • Anxiety and depression were identified by schools as their top concerns. • 44.3% of respondents indicated that Anxiety was their top concern. • 40.5% of respondents indicated that Depression was their second concern. • 14.28% of respondents indicated that Addictions were their third concern. The majority of these responses are likely attributed to the secondary school respondents. • TDSB currently has many effective professional development approaches.
Broad Collaboration	<ul style="list-style-type: none"> • TDSB has internal and external collaborations which support student mental health. • Other areas, such as Teaching and Learning, Caring and Safe Schools, Student Success, Special Education, Equity and Inclusive Schools, Gender-Based Violence Prevention, Model Schools for Inner Cities provide services and programs which support student mental health and well-being. • Community and health partnerships provide pathways, services and programs to support student mental health and well-being.

Appendix 1

Resource Mapping - Findings

Areas of Need

Areas of Need Identified in the Resource Mapping findings reflect:

Commitment	<ul style="list-style-type: none"> Elementary and secondary schools indicate that they are very/ extremely concerned about mental health and student emotional well-being. Simultaneously, 68.4% of respondents indicate a need to improve the services we have in place to meet the needs of students with mental health/addiction challenges. In addition, 55.3% of respondents indicate the need to improve the services of our community mental health partners to meet the mental health/addiction challenges of our students. 51.7% indicated that student mental health is not part of their School Improvement Plan.
Shared Language	<ul style="list-style-type: none"> While there are many effective services, programs and support services at TDSB to support student mental health, a framework with a clear and focused vision is needed to assist in the development of shared language. The following areas were identified as requiring shared understanding/ language: tiered approach, mental health continuum, wellness, resilience, early intervention, prevention, social determinants of health.
Professional Development	<ul style="list-style-type: none"> TDSB has many effective professional development approaches across the system; however, there is a need to build an aligned, systematic, coordinated approach. The top concerns identified were Anxiety and Depression, as well as Addictions in secondary schools. While there is strong support for student mental health (94.3%), Principals indicated that they did not have the skills and expertise to provide effective support. The results indicate that we need to partner with parents to provide them with education and support. Respondents share that integrating social and emotional health and well-being across the curriculum is important.
Broad Collaboration	<ul style="list-style-type: none"> The TDSB has many internal and external collaborations that provide services and programs to support student mental health, however, respondents indicate they want more services across many departments. 69% of respondents indicated that family stress contributes to student mental health challenges. It was identified that families need to be included as one of the key stakeholders. The results indicate that respondents want increased formal partnerships with community mental health organizations; quick access to needed services; increased culturally relevant partnerships; increased direct links with community partners and schools; better access to community mental health programs across schools; and closer collaborations between the education and healthcare sectors.

Appendix 2

Supporting Documents

Open Minds, Healthy Minds

Ontario's Comprehensive Mental Health and Addictions Strategy

www.health.gov.on.ca

Supporting Minds

An Educator's Guide to Promoting Students' Mental Health and Well-Being

www.edu.gov.on.ca

Leading Mentally Healthy Schools

A Vision for Student Mental Health and Well-Being in Ontario Schools

<http://www.smh-assist.ca>

Foundations for a Healthy School, Ministry of Education, 2012

<http://www.edu.gov.on.ca/eng/healthyschools/foundations.pdf>

A Shared Responsibility—Ontario's Policy Framework for Child and Youth Mental Health

http://www.gov.on.ca/children/english/resources/needs/STEL02_179873.html

Taking Mental Health to School

A policy-oriented paper on school-based mental health for Ontario

www.excellenceforchildandyouth.ca/download/53/356/position_sbmh.pdf

Understanding Teachers/ Perspectives on Student Mental Health, 2012

www.ctf-fce.ca

Scanning the Practice Landscape in School-based Mental Health

www.excellenceforchildandyouth.ca/.../position_sbmh_practice_scan.pdf

The Mental Health and Well-Being of Ontario Students 1991–2011

<http://www.camh.ca>

Every Door is the Right Door

Towards a 10-Year Mental Health and Addictions Strategy

A discussion Paper—July 2009

www.health.gov.on.ca

Putting Youth in the Picture

A Mental Health Community Snapshot

Provincial Advocate for Children and Youth

www.provincialadvocate.on.ca

Appendix 3

Mental Health Resource Links

ABC's of Mental Health

www.hincksdellcrest.org/abc/welcome

This website provides two free web based resources, one for teachers, one for parents, to promote mental health in children and adolescents.

Anxiety Disorders Association of Canada (ADAC)

www.anxietycanada.ca

This website provides information on anxiety disorders, links to provincial societies and other useful organizations and pharmaceutical companies.

Canadian Teachers Federation

<http://www.ctf-fce.ca/>

This website provides resources for teachers to support mental health and well-being for students.

Centre for Addiction and Mental Health

<http://www.camh.ca>

This website provides information that promotes environments that supports positive mental health.

Children's Mental Health Ontario

<http://www.kidsmentalhealth.ca/>

This website provides information that promotes environments that supports the positive mental health in children.

Coalition for Children and Youth Mental Health

http://www.opsba.org/index.php?q=advocacy_and_action/coalition_for_children_youth_mental_health

The Coalition for Children and Youth Mental Health unites education, mental health, community and health sectors in a movement to promote the priority of social and emotional well-being as a part of healthy child development in Ontario and to make it a priority that drives integrated public policy in the province.

Council of Directors of Education (CODE)

www.ontariodirectors.ca

This website provides information and resources to school boards to promote healthy schools.

Appendix 3

Mental Health Resource Links

Kids Help Phone

www.KidsHelpPhone.ca

A pioneering and world-leading child and youth counselling service, Kids Help Phone changes and saves lives daily. Canada's go-to mental health counselling resource for youth aged 5 to 20. Available via internet and phone 24/7 when guidance offices are closed, when family is not around and when social service agencies don't operate. One-on-one all professional, confidential and anonymous counselling. Providing information and referrals into local communities right across Canada. 100% free of charge—operating in English or in French.

Mental Health Commission of Canada

www.mentalhealthcommission.ca

The Mental Health Commission of Canada is a non-profit organization created to focus national attention on mental health issues and to work to improve the health and social outcomes of people living with mental illness.

Mindyourmind.ca

www.mindyourmind.ca

Mindyourmind.ca is an award-winning, innovative Internet resource for youth who are looking for relevant information on mental health and creative stress management.

Mood Disorders Society of Canada

www.mooodisorderscanada.ca

The Mood Disorders Society of Canada (MDSC) is a national, not-for-profit, volunteer-driven organization that is committed to improving quality of life for people affected by depression, bipolar disorder and other related disorders.

Parents for Children's Mental Health

www.pmch.ca

Parents for Children's Mental Health is a provincial non-profit organization that represents the voice of families raising children and youth with mental illness. The organization aims to support, educate and empower families.

Resiliency Canada

www.resiliencycanada.ca

This website provides a youth framework for mental health and well-being.

Appendix 3

Mental Health Resource Links

School Mental Health ASSIST

www.smh-assist.ca

School Mental Health ASSIST is an initiative of the Ontario Ministry of Education designed to support school boards with student mental health and well-being. This support is provided via resources, tools, and implementation support.

School Mental Health ASSIST - Youth Suicide Prevention at School: A Resource for School Mental Health Leadership Teams

www.smh-assist.ca

This resource is designed to offer information and practical strategies that can support you in building or enhancing your youth suicide safety net at both the board and school levels.

Teen Mental Health

<http://teenmentalhealth.org/>

This website provides resources, curriculum support and information that promote mental health and well-being for teens.

Toronto Public Health - Suicide Prevention in Toronto, November 2014

<http://bit.ly/1xw3gU2>

The report "Suicide Prevention in Toronto", November 2014 highlights suicide as an important public health problem in Toronto. It takes a public health approach ~~concentrating on prevention and intervention strategies and gives important~~ consideration to equity.

World Health Organization

www.who.int/topics/mental_disorders/en

This section of the World Health Organization has international information on mental health and mental disorders.

**Raise awareness about mental health and wellness issues.
Your mental health and well-being matters to us.**

**The Toronto District School Board
Children and Youth
Mental Health and Well-Being
Strategy 2013-2017**

For more information on our Professional Support Services
and our mental health strategy please visit www.tdsb.on.ca/mentalhealth

