

t d s b

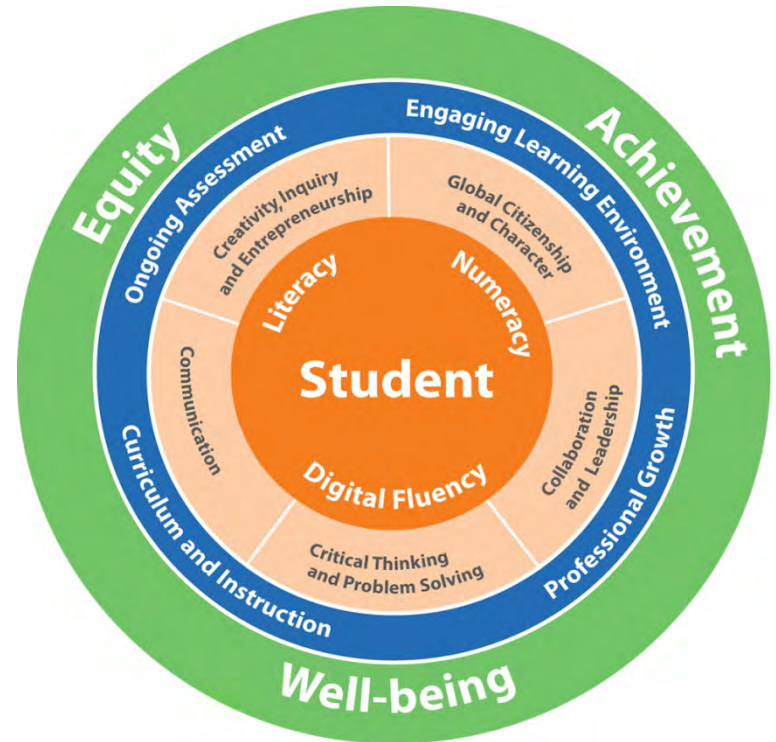
**Mental Health
& Well-Being**



Vision for TDSB

Three Authentic Focus

1. Equity
2. Achievement
3. Well-Being



Equity

- **Equity and inclusive education** aims to understand, identify, address, and *eliminate the biases, barriers, and power dynamics* that limit students' prospects for learning, growing, and fully contributing to society. Barriers may be related to *sex, sexual orientation, gender identity, gender expression, race, ethnic origin, religion, socio-economic background, physical or mental ability, or other factors*. It is now recognized that several factors may intersect to create additional barriers for some students. These barriers and biases, whether overt or subtle, intentional or unintentional, need to be identified and addressed.

What is Mental Health? What is Mental Illness?

Mental health

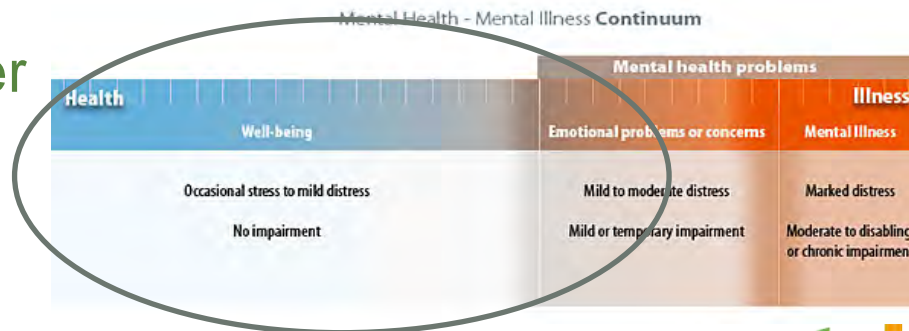
Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community .

(World Health Organization, 2014)

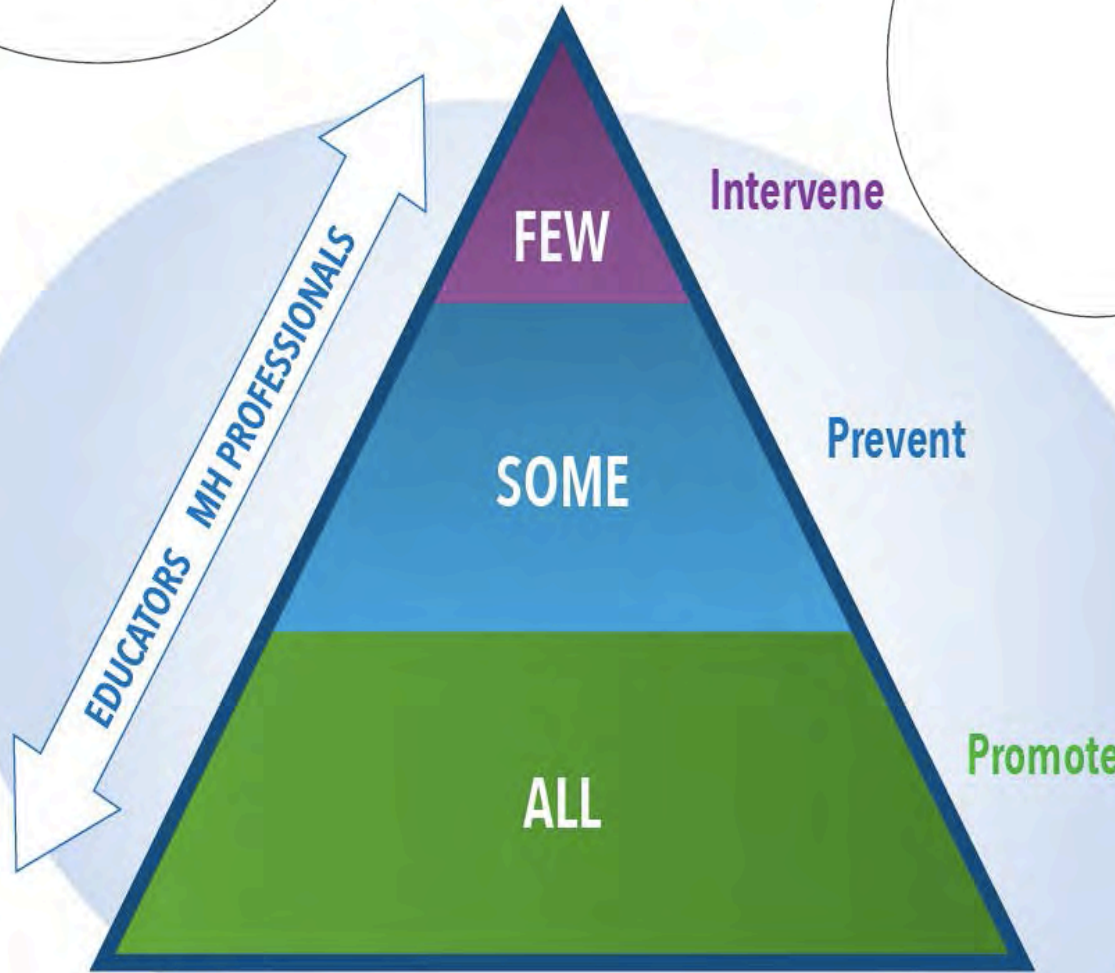
Mental illness

Mental illness is characterized by alterations in thinking, mood or behaviour and is associated with significant distress and impaired functioning.

(Public Health Agency of Canada, 2015)



Multi-Tiered Systems are Familiar



What classroom strategies do you use to reduce the spread of cold and flu in your classroom?

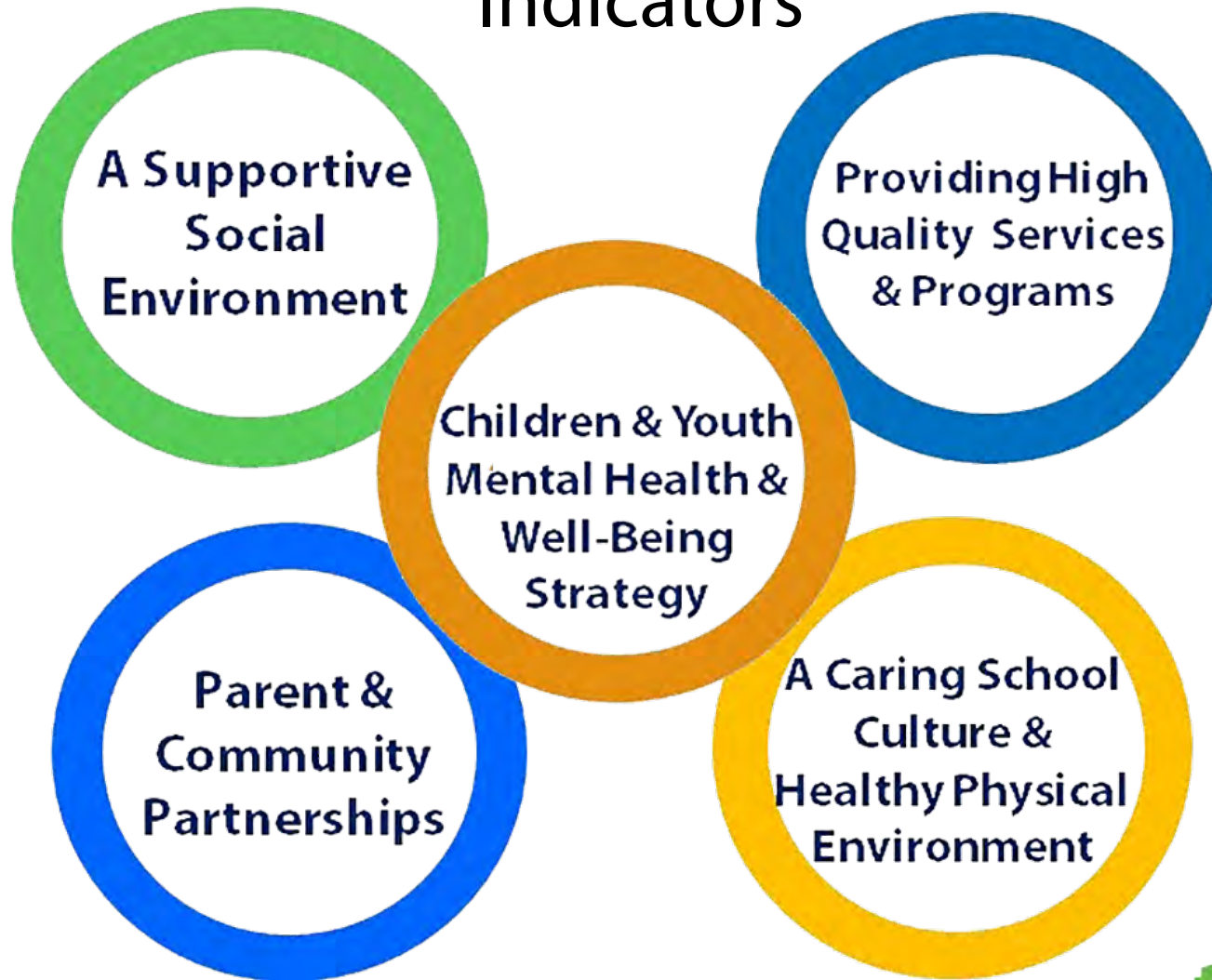
1. Foundational Knowledge – What does that mean?

- Set the stage – develop a common language & understanding of Mental Health & Well-Being (tiered, continuum)
- To be able to recognize the signs & symptoms of mental health challenges
- And to know how to access the pathways for support both within the TDSB & the community



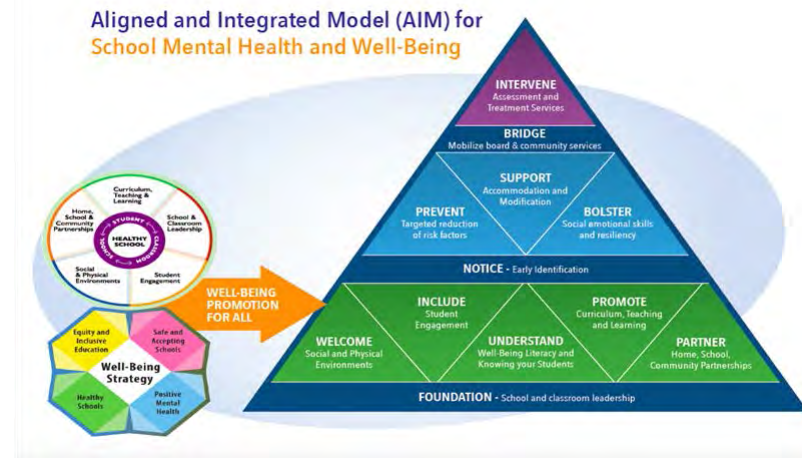


2013-2017 Planned Actions & Key Success Indicators



2017-2018 Mental Health & Well-Being (MHWB) Action Plan

- Engage with staff to increase MHWB capacity
- Collaborate with students, families, community partners in development and implementation of MHWB supports (ex. Active Transportation)
- Develop Life Promotion, Suicide Prevention, Intervention & Postvention Protocol
- Work with Public Health to address substances (ex. Opioids & Cannabis)
- Develop 2018-2021 MHWB Strategy



**Well-Being in Our Schools,
Strength in Our Society**



Promoting Well-Being



Promoting well-being is about fostering learning environments that encompass all four of these domains of well-being.

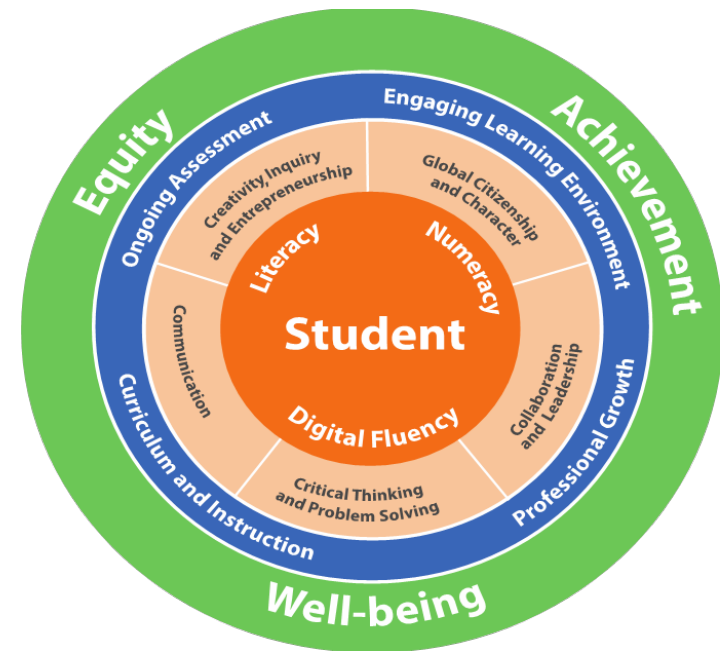
Educators and staff who are motivated and enthusiastic about their work are an essential part of promoting well-being and achievement.



Ontario's Well-Being Strategy for Education,
Discussion Paper, May 2016

Vision for Learning: Well-Being Focus

1. Foundational Knowledge & Understanding
2. Environment & Learning Conditions
3. Sense of Belonging & **Relationships**
4. Student Engagement, Voice & Leadership
5. Parents & Community as Partners



SUICIDE INTERVENTION PROTOCOL FLOW CHART

DRAFT

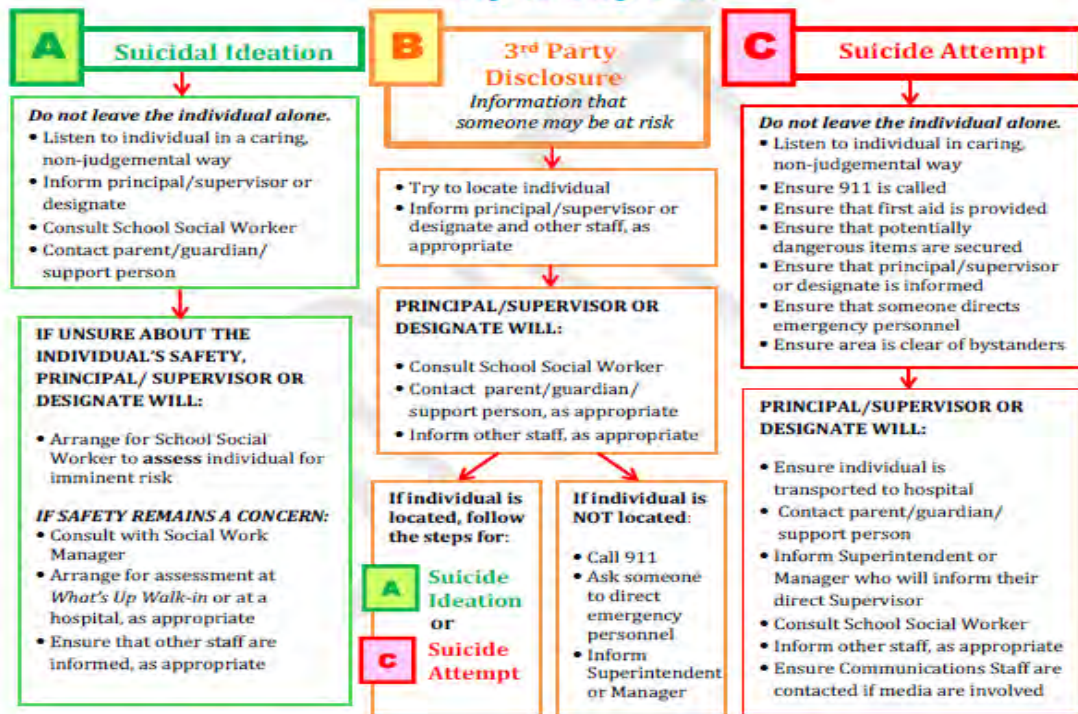
Note: This chart is for the following immediate, current safety risks:

- A. **Suicidal Ideation** – contemplating death by suicide and planning actions that can result in death
- B. **Third Party Disclosure** – information that someone else may be at risk
- C. **Suicide Attempt** – the present expression of an active intent/plan to imminently end her/his life.

It is **NOT** for the following:

- Non-Suicidal Self-Injury (NSSI); e.g., self-harm without suicidal intent (Appendix B)
- Historic/previous suicidal ideation (Appendix C)

Try to stay calm



D FOR FOLLOW-UP: See "Follow-Up Suicide Attempt Intervention and Postvention"

Your School Social Worker: Name: _____ Phone number: _____
 Your Social Work Manager: Name: _____ Phone number: _____

Well-Being Goal for every school

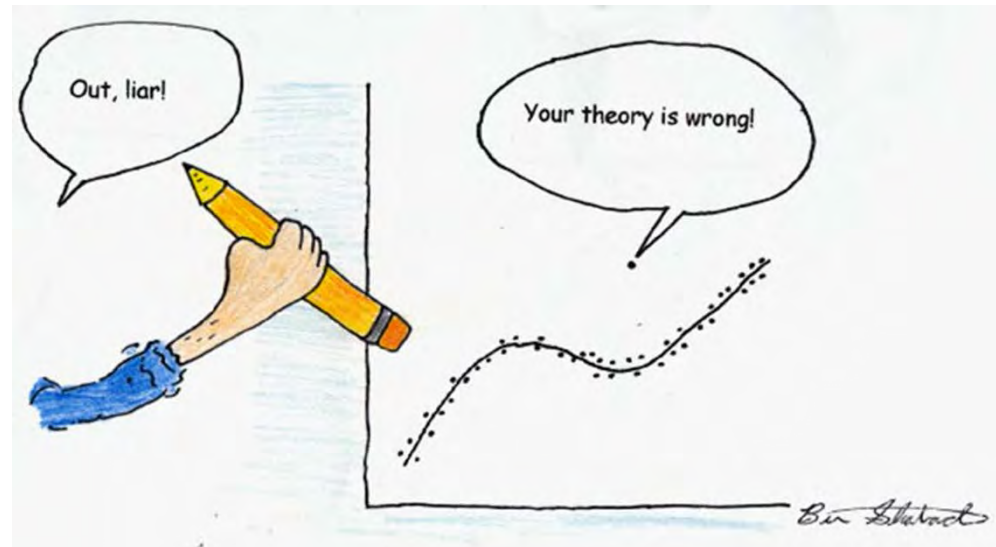
As part of the School Improvement Planning (SIP) process, each school is expected to engage in a process to determine a learning focus in three areas, achievement, equity and **WELL-BEING**



Data Analysis

Sources:

- School Improvement Plans
- Student Census
- Staff Census



To Ensure our implemented actions are:

- Aligned
- Systematic
- Intentional

Resources

- Toronto Healthy Schools Strategy 2016-2020 (Appendix E)
https://drive.google.com/open?id=1P_0FvKpFgSQuKpgJZxN7-mmftEJDUZbw
- Substance Abuse, Addictions and Related Behaviours (especially Marijuana use and Opioid Overdose Plan) - Toronto Drug Strategy Website:
https://www1.toronto.ca/wps/portal/contentonly?vgnextoid=b51afc4890047410VgnVC_M10000071d60f89RCRD
- Suicide Prevention Protocol:
https://drive.google.com/file/d/1YumUmTQMKZYa4tvbwUcW_eq783QH0rNt/view?usp=sharing
- *Supporting Minds*: An educator's guide to promoting student health and well-being (151-page document available online)
- Additional information and resources for parents/caregivers can be found on the TDSB web site: <http://www.tdsb.on.ca/elementary-school/supporting-you/mental-health-well-being/mental-health-and-well-being-resources>