

REPORT TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)

STRATEGIC PLAN REPORT: MENTAL HEALTH

Submitted by Director Kate Kerr
February 10th, 2021

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- 1f Our students will develop and apply social and emotional skills to successfully live, work, and play together. They will have the resilience and attitude to deal with life's challenges and to manage their **mental health**.
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Supporting goals:

- 1c. Our students will engage in ongoing reflection, experiential learning and personalized inquiry through the application of the **Core Competencies**.
- 1g. Our students will develop and apply skills and habits to support their **physical health**.
- 2a. Our staff will be a **healthy and inspired team** in which everyone feels respected for their individual gifts, skills, and contributions.

"What is the bravest thing you've ever said?" asked the boy.



"Help." said the horse.

Background:

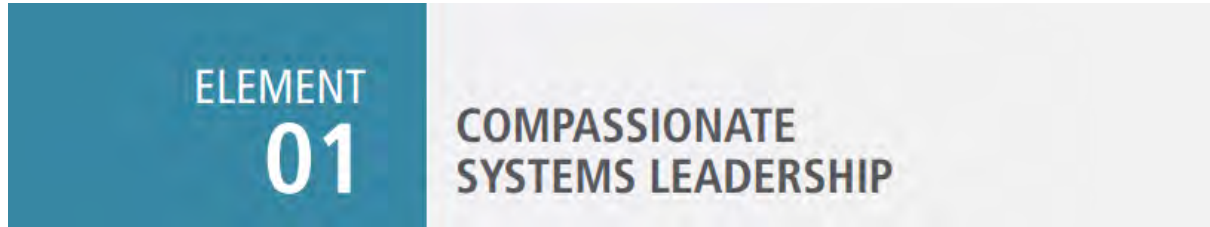
Ministry of Education - Mental Health in Schools Strategy:

We know that giving children the best possible start is key to better long-term mental health outcomes. Wellness promotion and prevention needs to be the focus, starting in the early years and spanning throughout a child's life. Previous efforts have focussed on services oriented to those in acute crisis who require intervention; these services will always be needed. However, the intentional shift towards building resiliency early will reduce the pressure on acute care services, decrease costs and provide better experiences for children and families. The Province of BC is committed to transforming BC's system of care for mental health and addictions through a whole of government approach outlined in A Pathway to Hope: A roadmap for making mental health and addictions care better for people in British Columbia. The Ministry of Education plays a lead role in supporting the mental health of children and youth in schools through mental health promotion.

<https://www2.gov.bc.ca/assets/gov/erase/documents/mental-health-wellness/mhis-strategy.pdf>

Discussion:

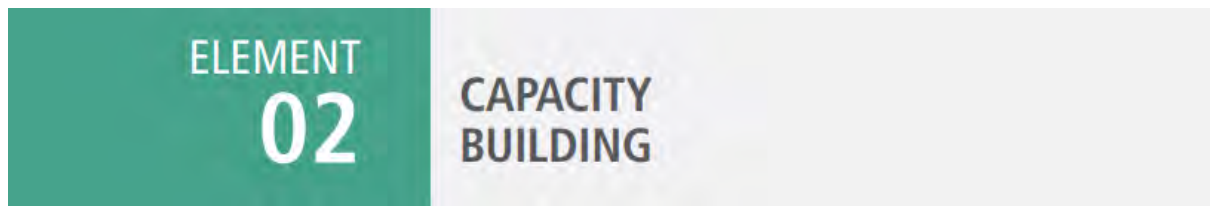
There are three elements from the Mental Health in Schools Strategy that relate to our district: Compassionate Systems Leadership, Capacity Building, and Mental Health in Classrooms,

A horizontal banner with a teal background on the left and a light grey background on the right. The teal section contains the text 'ELEMENT 01' in white, with '01' being significantly larger than 'ELEMENT'. The grey section contains the text 'COMPASSIONATE SYSTEMS LEADERSHIP' in dark grey, stacked in two lines.

Compassionate Systems Leadership: *Cultivating system-wide well-being through compassionate leadership.*

To support student well-being and resiliency, adults must have the tools and practices to support their own well-being. Building on the strong foundation of leadership development that already exists, we need to engage new system awareness tools and embed compassion into the work.

- Staff Well Being Working Group
- Staff Wellness Grants
- Compassionate Systems Leadership Early Learning Team
- Well-Being Systems Thinking / Trauma Sensitive Approach

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Capacity Building: *Providing the education system with tools and supports by also strengthening and fostering community partnerships.*

A “whole child” approach recognizes that academic and life success are intertwined with social emotional learning, mental health literacy and trauma-informed practice, three key elements that support a system-wide mental health promotion strategy.

SOCIAL EMOTIONAL LEARNING is a set of specific skills that help individuals set goals, manage behaviour, build relationships, and process and remember information.

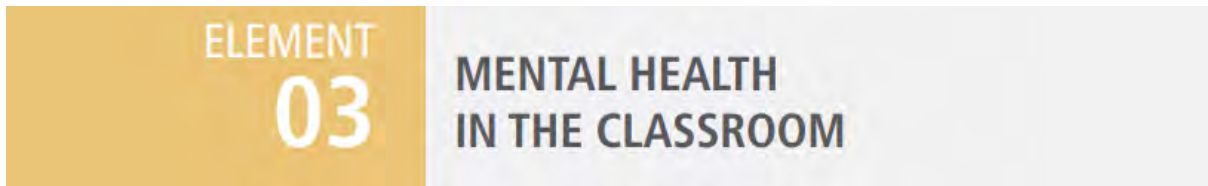
MENTAL HEALTH LITERACY is the knowledge and understanding of how to develop and maintain mental well-being; identify risk factors and signs of mental health challenges; access help when needed; and reduce stigma around the topic of mental health.

TRAUMA-INFORMED PRACTICE promotes inclusive and compassionate learning environments; understanding coping strategies; supporting independence; and addressing students' need to minimize additional stress or trauma.

- Sunshine Coast Child and Youth Mental Health Local Action Team
- Violent Threat Risk Assessment Team
- Healthy Schools Committee

Collaborative opportunities and supports from the partnerships:

- Aces/Trauma Informed Presentation
- Sunshine Coast Pathways to Care Document
- Substance Use Panels
- Docs in Schools / CYMH in Schools
- Child Psychiatry
- Family Support Navigator / Family Support Workshops



Mental Health in Classrooms: *Embedding mental well-being and Indigenous Knowledge and Perspectives throughout all learning environments.*

We know that the best learning is rooted in relationships, and the redesigned K-12 curriculum was developed to honour this by creating safe, nurturing and caring learning environments.

The Core Competencies and Indigenous Knowledge and Perspectives are foundational to the redesigned curriculum and are applied across all grades and subject areas. In addition to these curricular foundations, the Physical and Health Education (PHE) curriculum focuses on well-being and the connections between physical, intellectual, mental, and social health.

- Mental Health Literacy at the Secondary Level
- MDI Student Conversations Project

Next Steps:

- Mental Health Literacy (MHL)
 - MHL Training
 - Supporting Student Mental Health – Counsellors’
 - Mental Health Core Trainer – District Implementation
 - Mental Health Literacy District Team
 - Prioritizing structural/logistical systems to support delivery of curriculum
 - Build in training opportunities for Educational Assistants
 - Develop connection with community partners and families around MHL

- Middle Years Development Index (MDI)
 - BC Children's Hospital Rural Grant Project
 - Training and Support for lessons to engage student voice
 - Data correlation and comparison with previous years data
 - Plan post-lesson to engage students