



# Mental Health and Well-Being

Past, Present and Future

1



## Welcome and Acknowledgement

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## ❖ Presentation Team

**Adam Baumann**, Assistant Superintendent

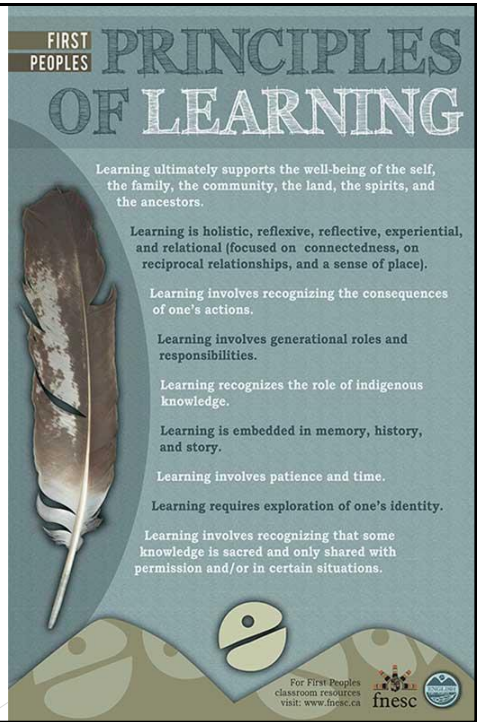
**Sarah Best**, District Principal, Safe & Healthy Schools

**Jeremy Church**, Director of Instruction

**Suzette Dohm**, Director of Instruction

**Dr. Ceinwen Pope**, Chief Medical Health Officer, VCH

**Dr. Hasina Samji**, Professor, Faculty of Health Sciences, SFU



**FIRST PEOPLES** **PRINCIPLES OF LEARNING**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

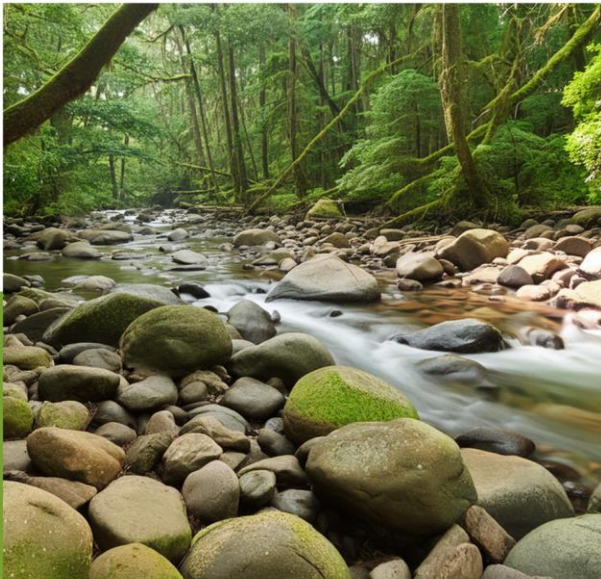
Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: [www.finesc.ca](http://www.finesc.ca)

finesc

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## Agenda

1. Overview & Context
2. Guiding question: Where have we been?
3. Guiding question: Where are we now?
4. Guiding question: Where are we going?
5. Culminating Activity
6. Closing Remarks

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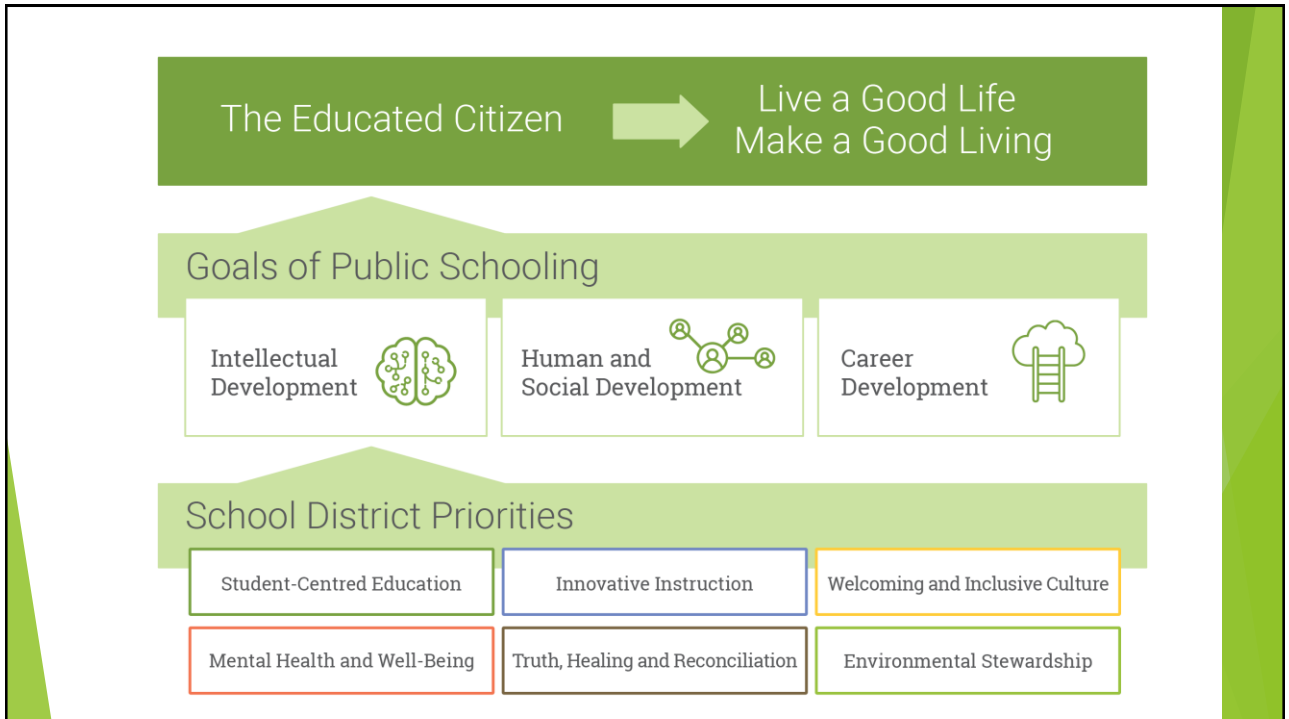
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# MECC Vision

Every student in British Columbia deserves a safe, caring and inclusive environment that helps them to learn, grow and thrive. We know that students are better prepared for success when they have positive, meaningful connections along with supports, resources, and tools.



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# Operational Definitions

## What is mental health?

- ▶ Like physical health, mental health is a part of everyone's life. Physical health is the state of your body, and mental health is the state of your mind, feelings, and emotions.
- ▶ Being mentally healthy contributes to feeling, thinking and acting in ways that help you enjoy life and cope with its challenges

## What is well-being?

- ▶ Well-being is also used in reference to pursuit of overall health but it goes beyond the typical idea of health to include your mental, physical, spiritual, and social health.
- ▶ The World Health Organization defines it as "A positive state experienced by individuals and societies."

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# Where have we been?

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## It all started with Mountainside.....

- ▶ 2010-2012 – Intentional Planning and Re-Creation
- ▶ Choice Program in 2011 – support for SEL in Mainstream Schools
- ▶ Focus on Belonging, Community, and Well-Being
- ▶ Collaboration and co-location
- ▶ Revolutionary approach to supporting learners, provincially and nationally recognized



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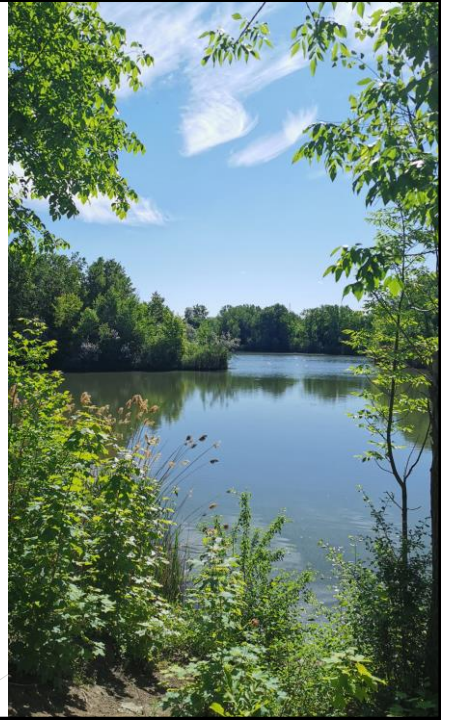
## Focus on Integration of Targeted Supports

- ▶ “Select Standing Committee on Child and Youth Mental Health and Substance Use” - BC Legislature
- ▶ 2014/2015 SD44 Proposed to Government the concept of a “Mental Health Hub at Mountainside Secondary”
  - ▶ “A local integrated mental health service delivery model where most, if not all sectors of the mental health and youth support systems, are formally linked to provide a “one-stop shop” for readily accessible, timely, and needed services and programs for children, youth and families on the North Shore.”

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## A Very Important Question From a Student...

“Why isn’t anybody teaching  
me about this?”



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## Stan Kutcher – Mental Health Literacy

- ▶ Dr. Stan Kutcher
  - ▶ Professor Emeritus at Dalhousie University
  - ▶ Canadian Senator
  - ▶ Expert in School Mental Health Literacy
- ▶ November of 2016 Dr. Kutcher Trained:
  - ▶ Over 100 school based teachers, admin and counsellors
  - ▶ Over 100 community based clinicians, youth workers, and RCMP
  - ▶ Engaged over 250 parents
- ▶ The Goal: Improve the teaching of Mental Health Literacy in public schools
- ▶ Every Grade 9 Student in 2017 received Mental Health Literacy

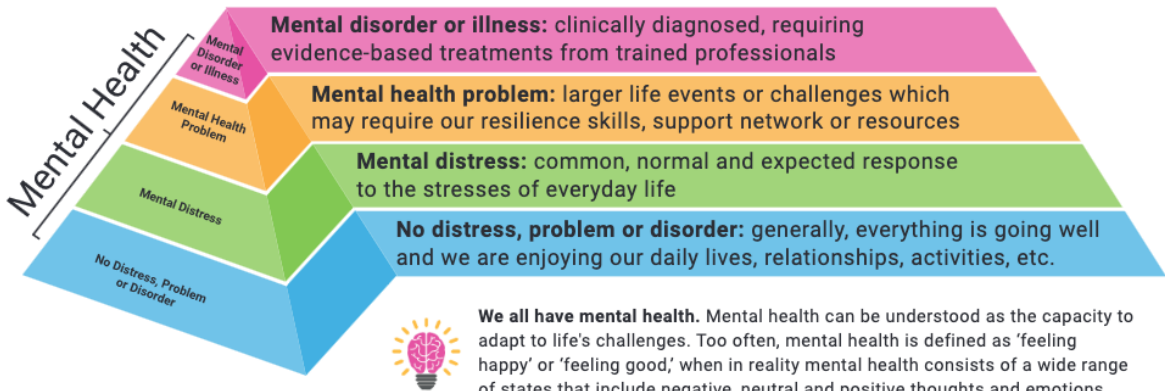
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## Language Matters

Using clear, shared language to talk about our states of mental health can help reduce stigma and take action. This is mental health literacy.

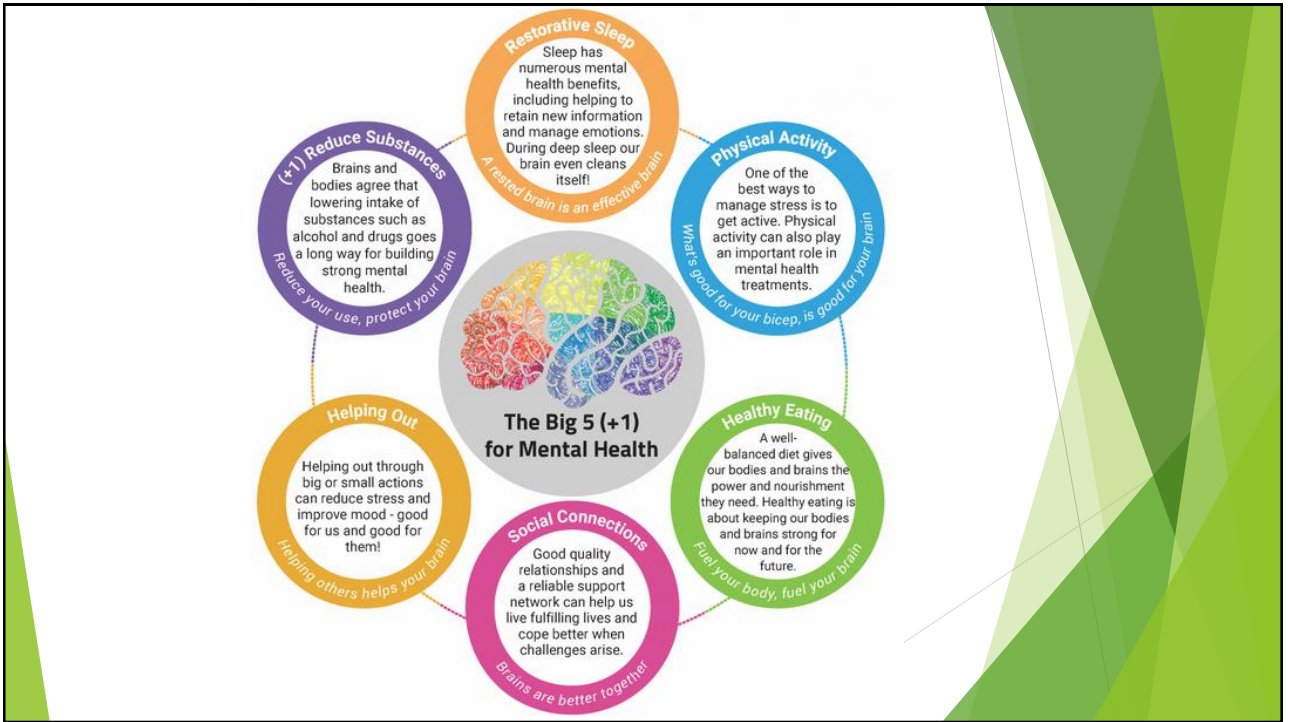


The Mental Health Literacy pyramid shows four distinct, yet interrelated states that help us understand and act on our mental health.

**The pyramid is not a continuum** – we do not progress from one level of the pyramid to another, and we can even experience each state simultaneously.



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## Global News Story – November 2017

<https://globalnews.ca/news/3876529/north-vancouver-mental-health-course/>

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# Table Talk

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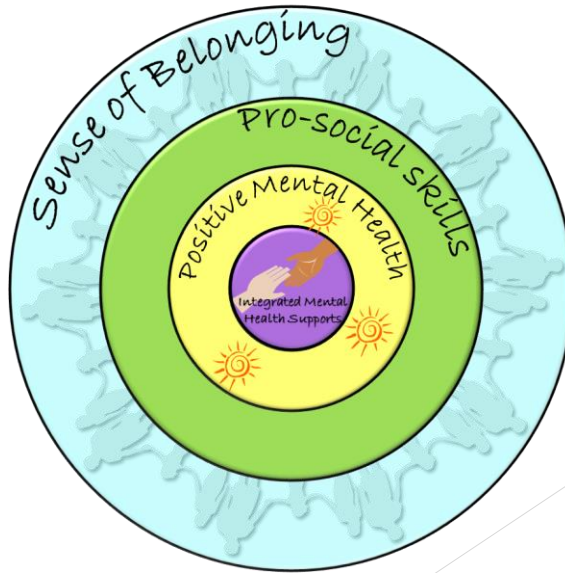
# CASEL Framework



The CASEL Framework diagram consists of concentric circles. The innermost circle is labeled "Social & Emotional Learning" and is divided into five segments: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness. The next ring out is labeled "SEL Instruction & Classroom Climate". The third ring is labeled "Schoolwide Culture, Practices & Policies". The fourth ring is labeled "Authentic Partnerships". The outermost ring is labeled "Aligned Learning Opportunities". The diagram is surrounded by concentric circles representing implementation contexts: CLASSROOMS, SCHOOLS, FAMILIES & CAREGIVERS, and COMMUNITIES.

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# An NVSD Framework Is Born...



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## VANCOUVER SUN

Local News

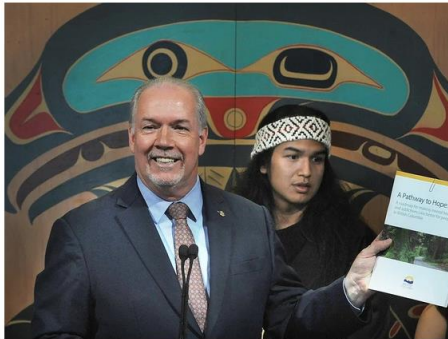
### B.C. announces "pathway to hope" for families that need mental health treatment but can't afford it

B.C. announced Wednesday its long-term vision for an improved mental health and addictions system through a roadmap it calls A Pathway to Hope.

Pamela Fayerman

Published Jun 26, 2019 • 3 minute read

[Join the conversation](#)

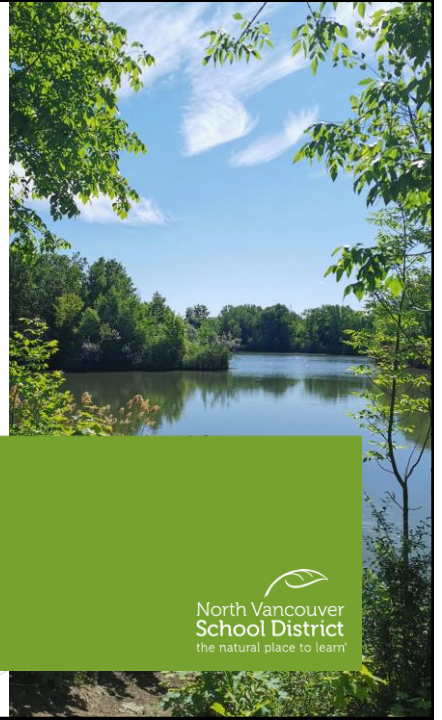


Premier John Horgan, with Evan Sky makes a mental health program announcement at Mountainside Secondary School in North Vancouver, June 26, 2019. A Pathway To Hope lays out the government's 10-year vision for mental health and addictions care. PHOTO BY NICK PROCAVLO /PNG

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## Quote from local MLA

“You know, not every community is going to have a Foundry....but every community has a school.”



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## Joint Committee on SEL and Mental Health

- ▶ NVTA, CUPE, School and District Admin
- ▶ November 2018 to February 2019
- ▶ Final Report Submitted to Superintendent Mark Pearmain



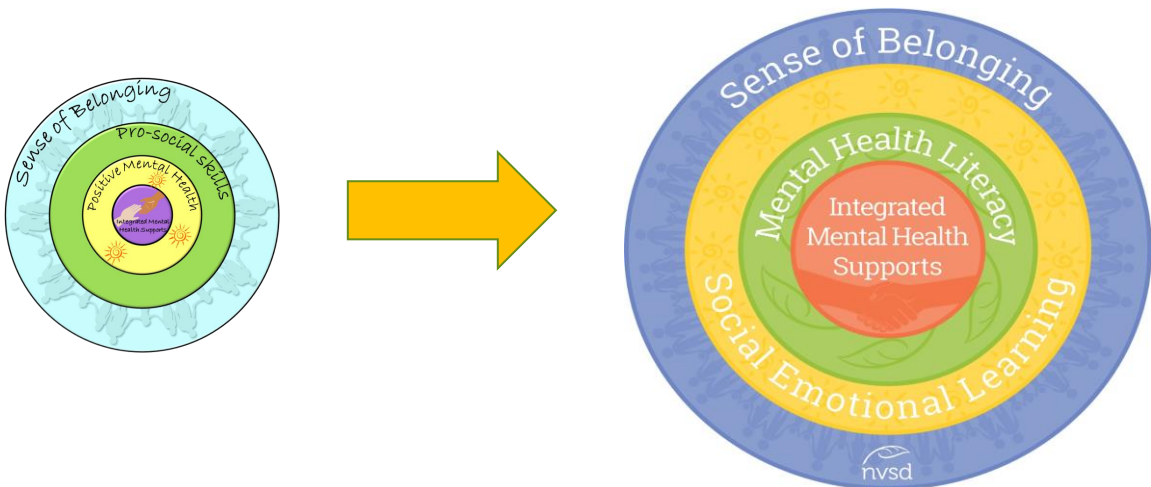
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## Joint Committee Recommendations - Actions

- ▶ Endorsed a district-wide value and definition of Sense of Belonging
- ▶ Created and resourced a District SEL Implementation Team to support
  - ▶ Screening of resources and research
  - ▶ Communication of resources and programs
  - ▶ Mentorship in the areas of SEL, Mental Health Literacy, and Sense of Belonging
  - ▶ Data points for consideration
- ▶ Created a Web-Based SEL and Mental Health Hub
- ▶ Made connections between HR and SEL and Staff Well-Being

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## A Refined Framework



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## COVID-19 - A Compassionate Return (Spring of 2020)



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## SEL Team - Targeted Actions

- ▶ Secondary Wellness Network
- ▶ Mental Health Literacy – Cross Curricular and HPE
- ▶ 25 Elementary School Using Second Step
- ▶ Improve Universal Understanding of Trauma, and Trauma Informed Practice
- ▶ Adult Wellness and Resilience
- ▶ Restorative Practices
- ▶ Youth Development Instrument (YDI)
- ▶ Substance Use, Sexual Health



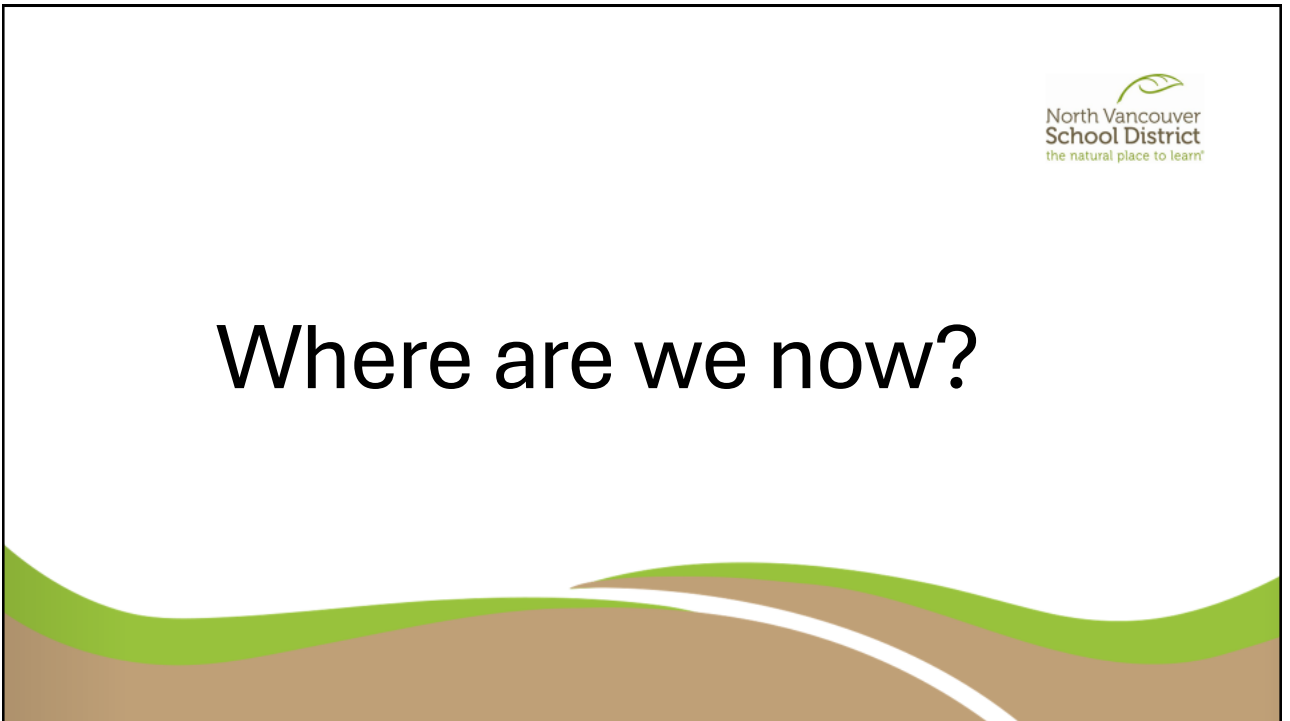
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A slide with a green background. On the left, there is a circular inset showing a close-up of green ferns. To the right of the inset, the North Vancouver School District logo is displayed, featuring a stylized leaf icon above the text "North Vancouver School District" and the tagline "the natural place to learn". Further to the right, the word "Break" is written in a large, bold, black font.

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# Break

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A slide with a white background. In the top right corner, the North Vancouver School District logo is present, consisting of a stylized leaf icon and the text "North Vancouver School District" with the tagline "the natural place to learn". In the center of the slide, the question "Where are we now?" is written in a large, bold, black font. At the bottom of the slide, there is a decorative graphic consisting of wavy, layered shapes in shades of green and brown, suggesting a landscape or terrain.

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# Where are we now?

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# Promotion of Positive Child and Youth Mental Health

Dr. Alex Choi, North Shore Medical Health Officer

October 8, 2024

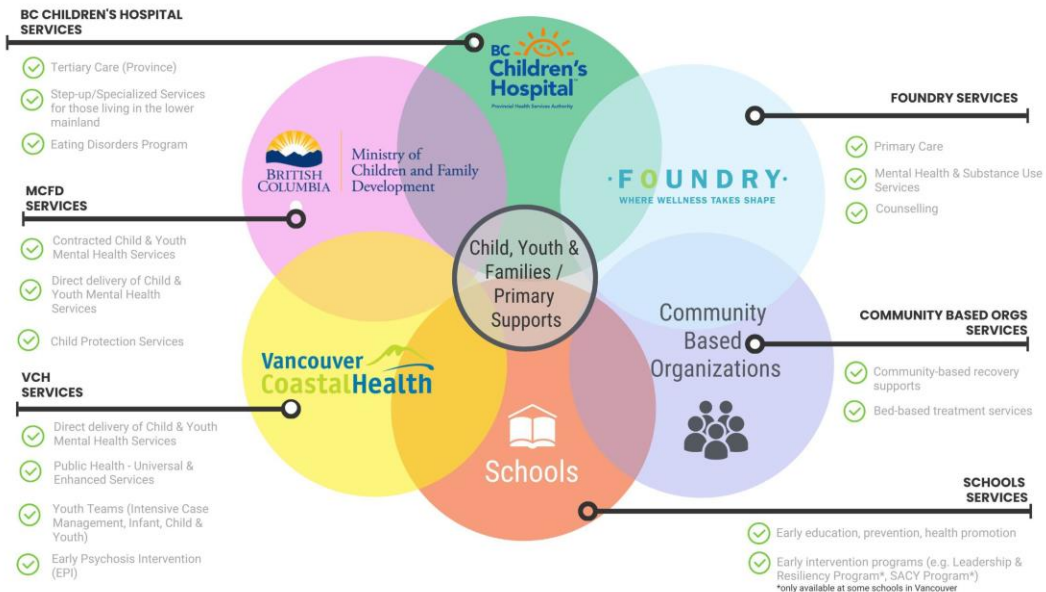


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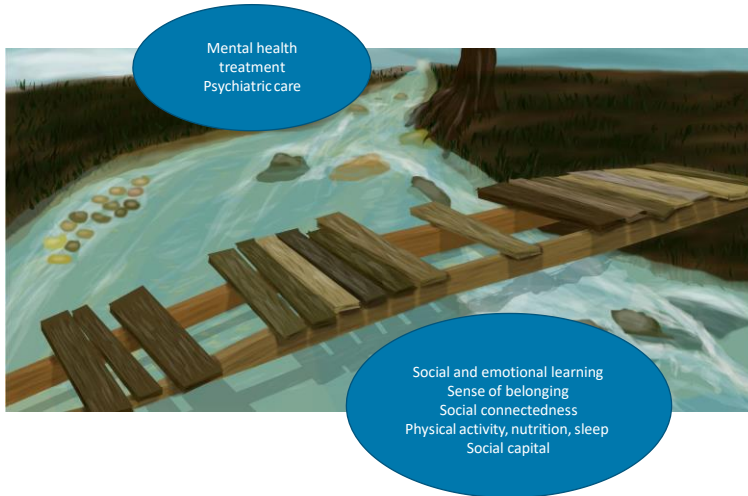
## Key Players Child & Youth MHSU

The delivery of Child & Youth Mental Health & Substance Use Services varies by Community.



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## The parable of the bridge

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## The importance of prevention

Protective factor	Outcome
Social and emotional learning	Improved academic performance, classroom behaviour, ability to manage stress and depression, adult outcomes
Sense of belonging	Positive social networks, lower rates of adolescent suicide and problematic substance use
Social connectedness	Higher levels of life satisfaction, improved school performance, lower odds of substance use
Social capital	Higher prosocial and helping behaviours, better education outcomes, lower crimes rates



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2

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### Current state of physical health:


Physical Health declines as students age

-  Eating disorder signs amongst youth (YDi, 2023)
- 10%** of children go to bed hungry some of the time (AHS, 2018)
- ~28%** of children are meeting physical activity guidelines (ParticipACTION, 2022)
-  Only half of BC kids say they're getting a good night's sleep 5 days per week (MDi, 2023)

**Healthy students are better learners!**  
Physical literacy, movement, healthy eating and sleep are fundamental to overall student wellbeing.

Physical Health Promotion program incorporates:

**Physical Activity & Literacy**






**Healthy Eating**      **Sleep**




As an educator, you play an important role in ensuring your students develop the knowledge, skills, and motivation to grow up into healthy adults and community members.

## Data for action



Youth Development Instrument – Capturing Health and Resilience Trajectory (CHART) Lab, Simon Fraser University (SFU) colleagues (*Dr. Hasina Samji, Giulia De Arruda Maluf et al.*)







Middle Development Instrument – Human Early Learning Partnership (HELP), University of British Columbia (UBC) colleagues (*Dr. Eva Eborle, Maddison Spenrath, Marit Gilbert, Dr. Mariana Brussoni et al.*)

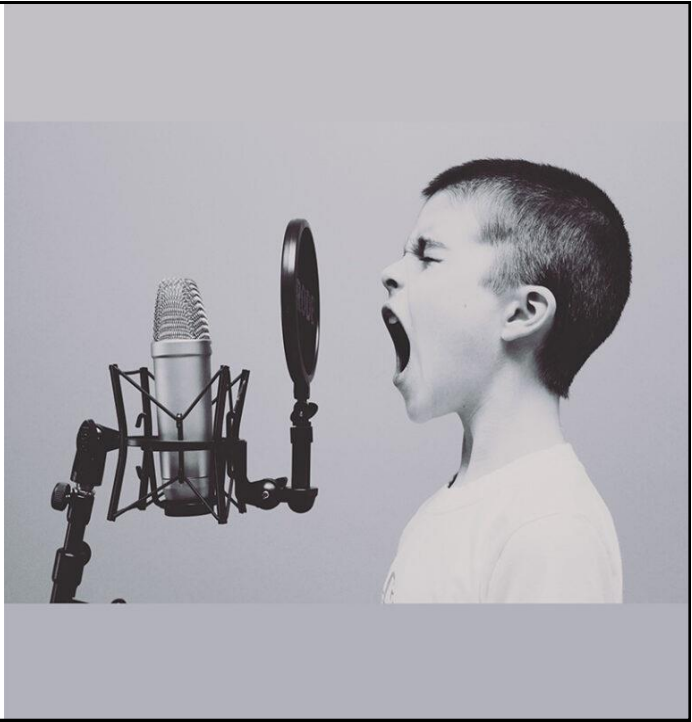




BC Adolescent Health Survey (BC AHS) – McCreary Centre Society colleagues (*Dr. Colleen Poon and Dr. Annie Smith et al.*)

What are Students Telling Us?



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## YDI 2024: North Vancouver

October 8, 2024

**Dr. Hasina Samji**

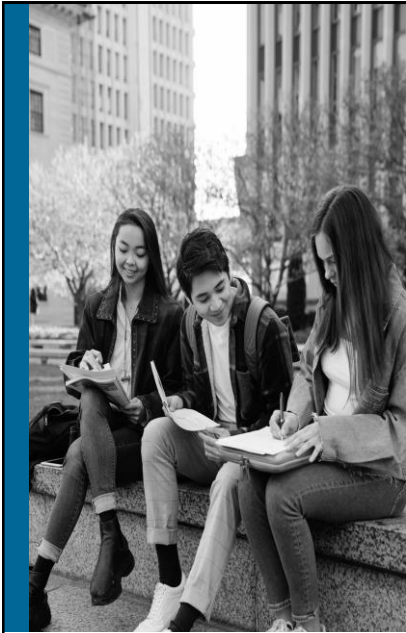
Associate Professor,  
Faculty of Health Sciences,  
Simon Fraser University

Senior Scientist in  
Population Mental Well-being,  
BC Centre for Disease Control

Director,  
Capturing Health and Resilience Trajectories  
(CHART) Lab



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# SIGNIFICANCE OF YOUTH

## AGE OF ONSET OF MENTAL ILLNESS

62.5% of people living with mental illness have onset of symptoms before the age of 25.

## TRANSITIONAL PERIOD

Adolescents navigate new physical, hormonal, cognitive, emotional changes as well as social challenges.

## WINDOW OF OPPORTUNITY

Adolescence is a critical time for mental illness prevention and promotion of mental health and well-being.

Dahl et al. (2018). Importance of investing in adolescence from a developmental science perspective. *Nature*, 554(7693).  
 Solmi, M. et al (2022). Age at onset of mental disorders worldwide: Large-scale meta-analysis of 192 epidemiological studies. *Molecular Psychiatry*, 27(1), 281–295.

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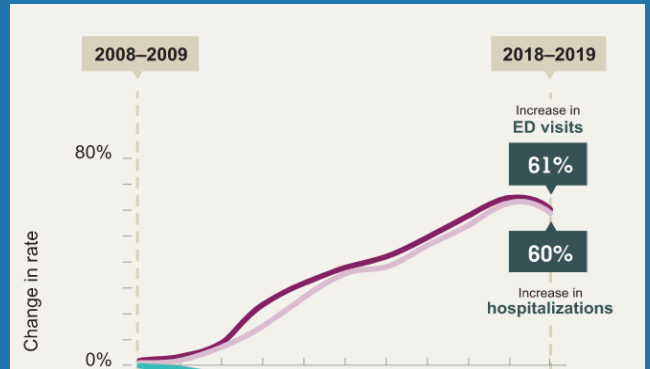
# PRE-PANDEMIC

## Youth mental health

~1.2 million diagnosed with a mental disorder; <20% receive appropriate treatment

A 2019 Canadian national mental health survey found that mood and substance use disorders were highest among 15-24 year-olds

Increasing trends of poor/fair perceived mental health and diagnosed mood/anxiety disorders among 12-24 years-olds



Mental Health Commission of Canada.  
 Statistics Canada (2019) Canadian Community Health Survey

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**The New York Times** THE LEARNING NETWORK | Teens on a Year That Changed Everything

### 1. A Generation Trapped in Its Bedroom

*"For some, it was a time of reflection. For many, it was a dark period of isolation. For a generation, it was a defining collective experience." — Parrish André, 18*

**PRISDO, TEXAS**  
Camila Salinas, 16

**WHIPPANY, N.J.**  
Sunnina Chen, 16

**DALLAS**  
Ryan Daniel, 18

**CHICAGO**  
Stevia Ndoe, 18

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# Heterogeneous Impacts

**Child and Adolescent Mental Health**  
Child and Adolescent Mental Health Volume \*\*, No. \*, 2021, pp. \*\*,\*\*  
doi:10.1111/camh.12501

### Review: Mental health impacts of the COVID-19 pandemic on children and youth – a systematic review

Hasina Samji<sup>1,2,3</sup>, Judy Wu<sup>4</sup>, Amilya Ladak<sup>1</sup>, Caralyn Vossen<sup>5</sup>, Evelyn Stewart<sup>3,6,7</sup>, Naomi Dove<sup>8</sup>, David Long<sup>6</sup> & Gaelen Snell<sup>1,8</sup>

Declines in MH outcomes compared to pre-pandemic	Older Adolescents	Girls	Youth with Neurodiversities/ Chronic Physical Health Conditions
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Article

# Mental Health Associations with Academic Performance and Education Behaviors in Canadian Secondary School Students


Canadian Journal of School Psychology  
2021, Vol. 36(4) 335–357  
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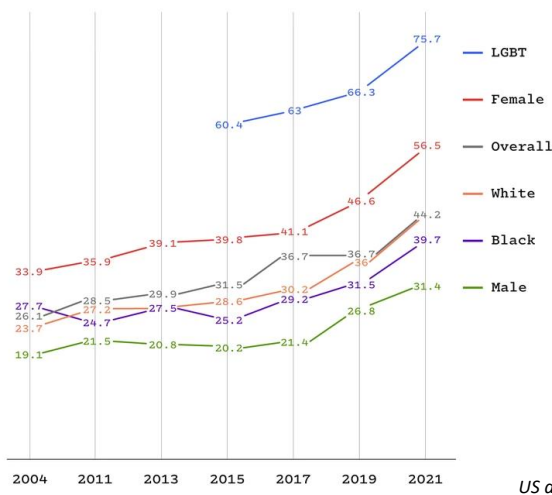
## Mental Wellbeing & Student Educational Attainment

Markus J. Duncan<sup>1</sup> , Karen A. Patte<sup>1</sup>,  
and Scott T. Leatherdale<sup>2</sup>

- 57,394 secondary school students in Canada (BC=21.6%)
- Higher mental wellbeing and lower depression scores were associated with better grades in math & language courses, as well as better education behaviours (fewer classes skipped, days missed, and lower frequency of incomplete homework).
- Effects of mental wellbeing and depressive scores were only partially attenuated by education behaviours.

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Percent of High-School Students Feeling Persistently Sad or Hopeless



### 4 possible propelling forces:

**Social media use:** negative effects for some youth

**Decrease in sociality:** social relationships are protective for youth

**Increased local and global concerns:** 24/7 access to bad news

**Parenting strategies:** are kids overly protected from risk and discomfort?

Thompson, D. (2022, April 11). Why American Teens Are So Sad. The Atlantic. <https://www.theatlantic.com/newsletters/archive/2022/04/american-teens-sadness-depression-anxiety/629524/>

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Between 2003 and 2022, US youth's time socializing face-to-face decreased by more than 45%

2017 data suggested that loneliness hit a record high among US youth

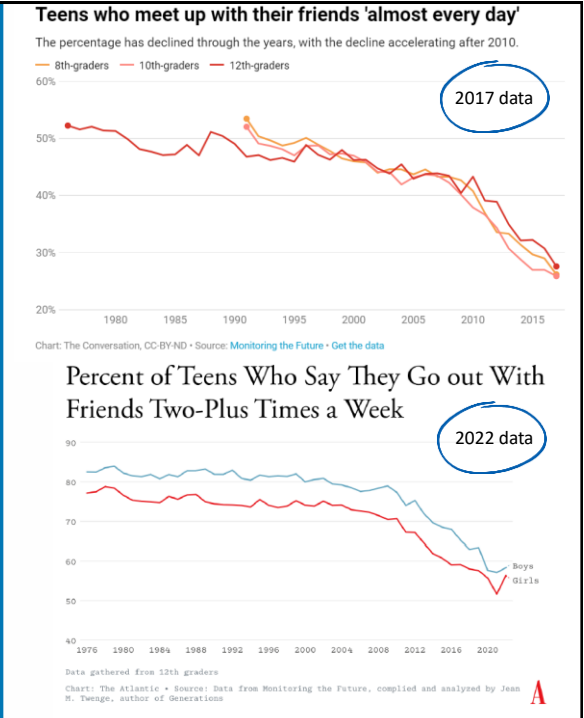
Reduced time in face-to-face interactions correlated with increased use of digital media

“Community is ‘where people keep showing up’ Where is that now? (...) America is suffering a kind of ritual recession, with fewer community-based routines and more entertainment for, and empowerment of, individuals and the aloneness that they choose.” (p.10)

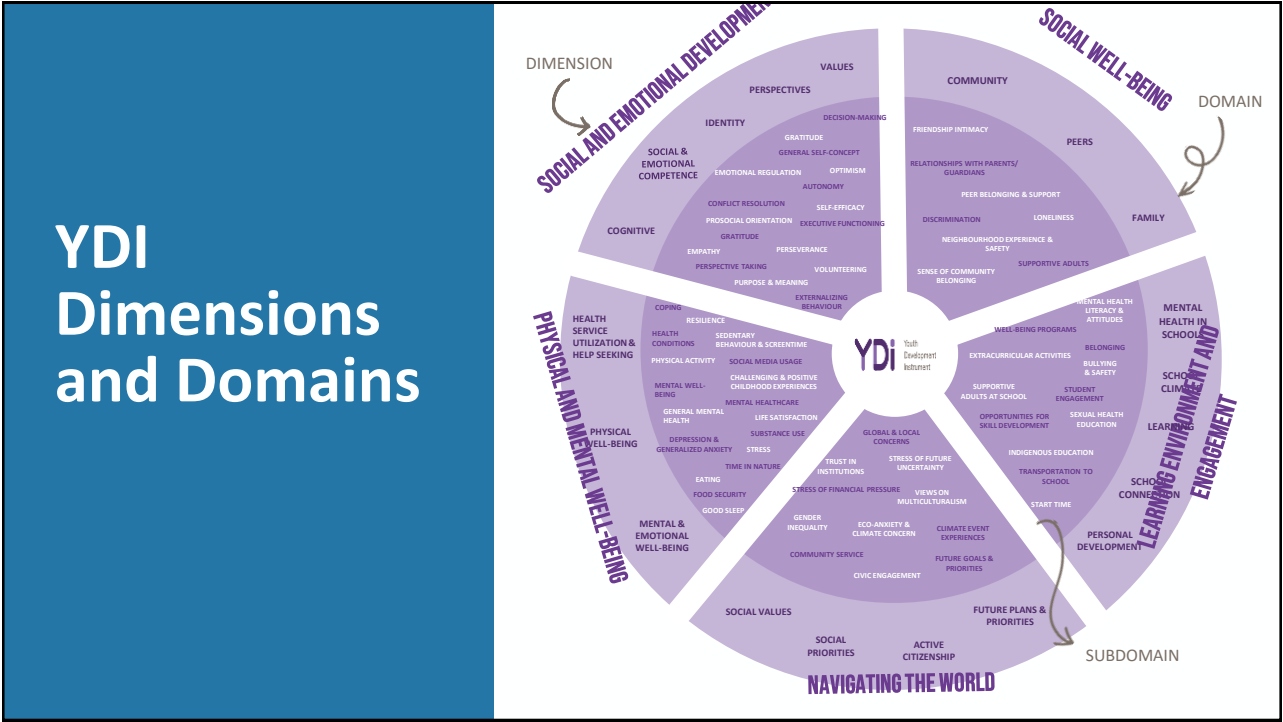
Thompson, D. (2024, February 14). Why Americans Suddenly Stopped Hanging Out. The Atlantic. <https://www.theatlantic.com/ideas/archive/2024/02/america-decline-hanging-out/677453/>

Twenge, J. (2019, March 20). Teens have less face time with their friends – and are lonelier than ever. The Conversation. <http://theconversation.com/teens-have-less-face-time-with-their-friends-and-are-lonelier-than-ever-113240>

Twenge, J. M., Spitzberg, B. H., & Campbell, W. K. (2019). Less in-person social interaction with peers among U.S. adolescents in the 21st century and links to loneliness. *Journal of Social and Personal Relationships*, 36(6), 1892–1913. <https://doi.org/10.1177/0265407519836170>



# Youth Development Instrument (YDI)



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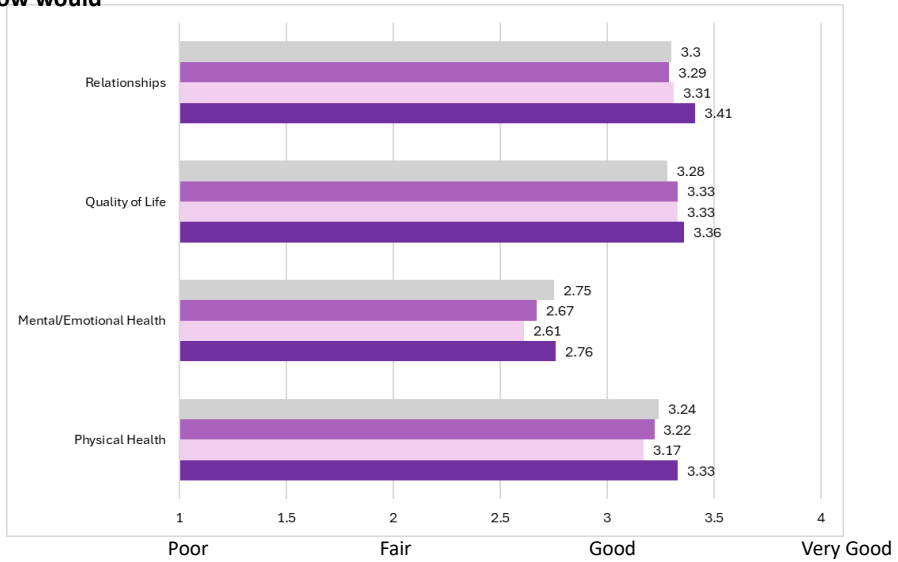
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# Provincial Trends 2021-2024

In the past 2 weeks, how would you rate your...

- 2021 n = 2,050
- 2022 n = 7,750
- 2023 n = 13,611
- 2024 n = 17,076

\* Scale: 1-5.

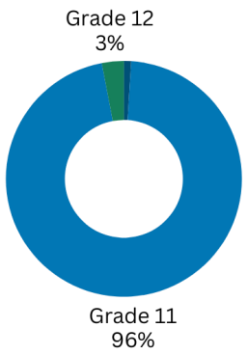


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# DEMOGRAPHICS - SD 44



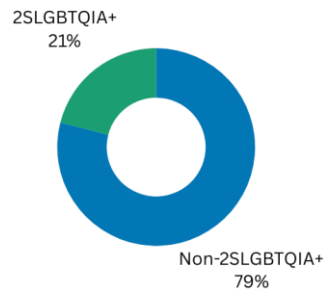
## Grades



## Gender Identity

Boy/Man:	51%
Girl/Woman:	46%
Nonbinary youth:	1%
In another way:	1%

## Sexual Orientation & Gender Diversity




n = 854

48



DEMOGRAPHICS



### Racial Identity

Arab:	2%
Black:	3%
East Asian:	13%
Indigenous:	4%
Latin American:	6%
South Asian:	3%
Southeast Asian:	6%
West Asian:	12%
White:	62%
Other:	4%

### Newcomer status


Born outside Canada	31%
Born in Canada	69%

### First Language(s)

- English only: 58%
- English and other language(s): 31%
- Other language(s) only: 11%

*n* = 854

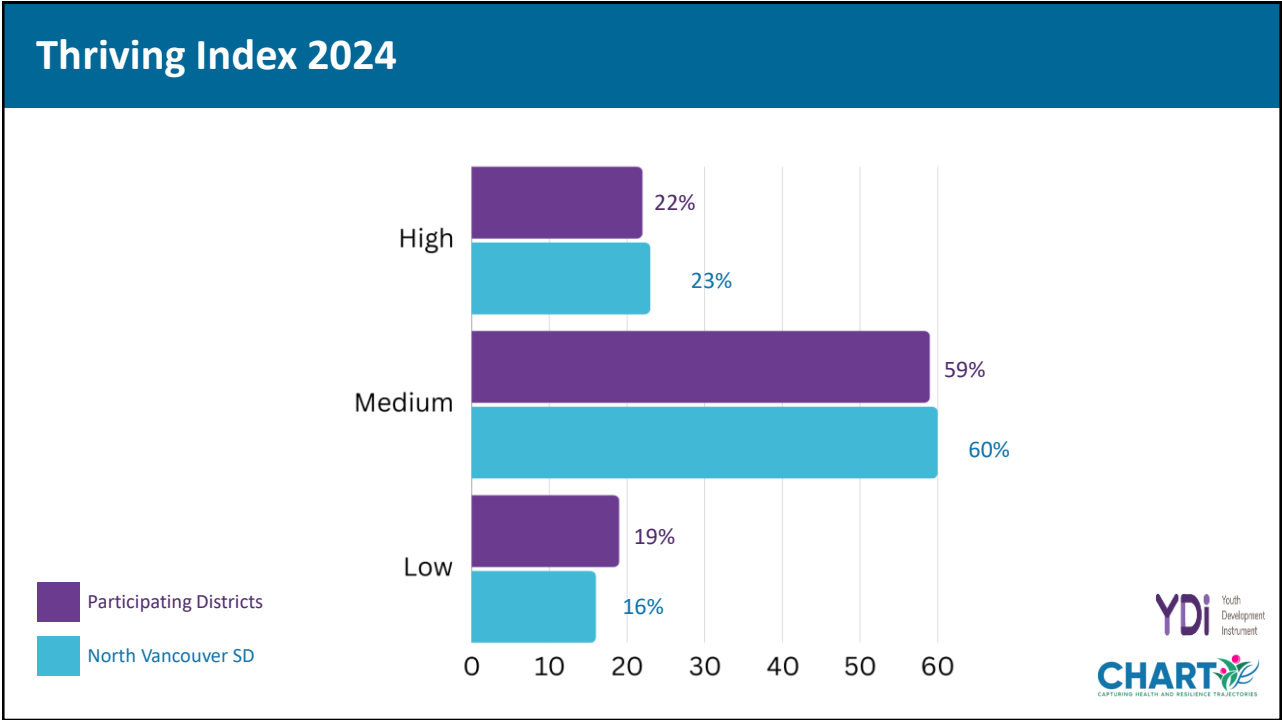
DEMOGRAPHICS



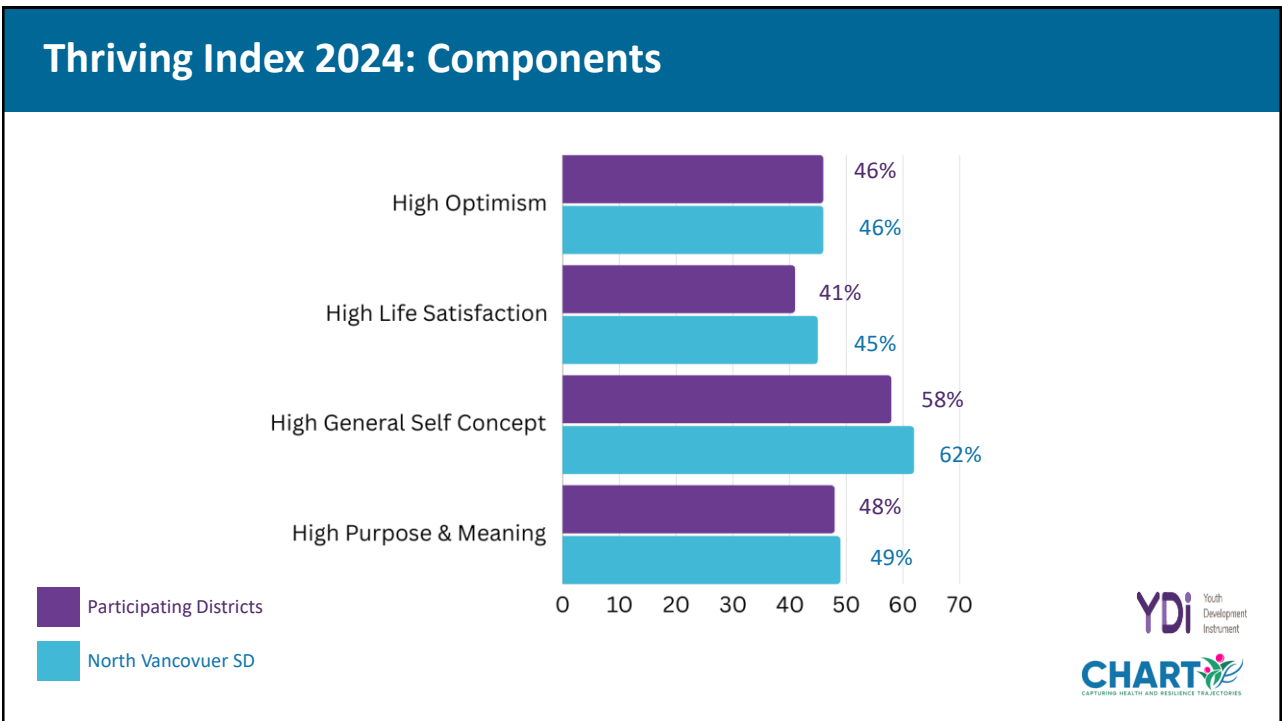
## Health conditions

Physical or sensory disability	3%
Mental health condition:	27%
Learning disability:	8%
Chronic health condition:	5%
Other condition	5%
No health condition or learning disability	50%

*n* = 854

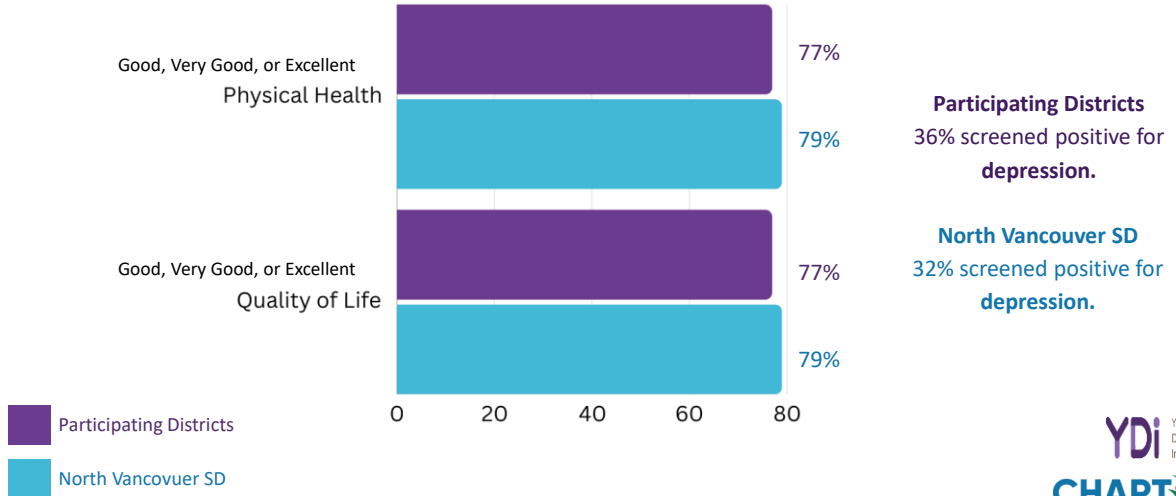


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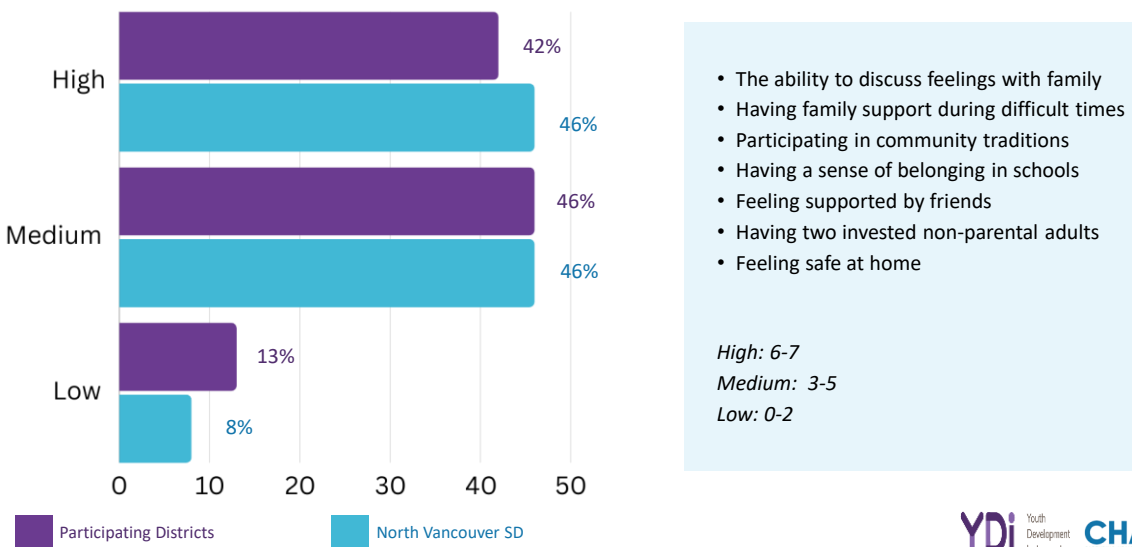
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## Thriving Index 2024: Components Cont.



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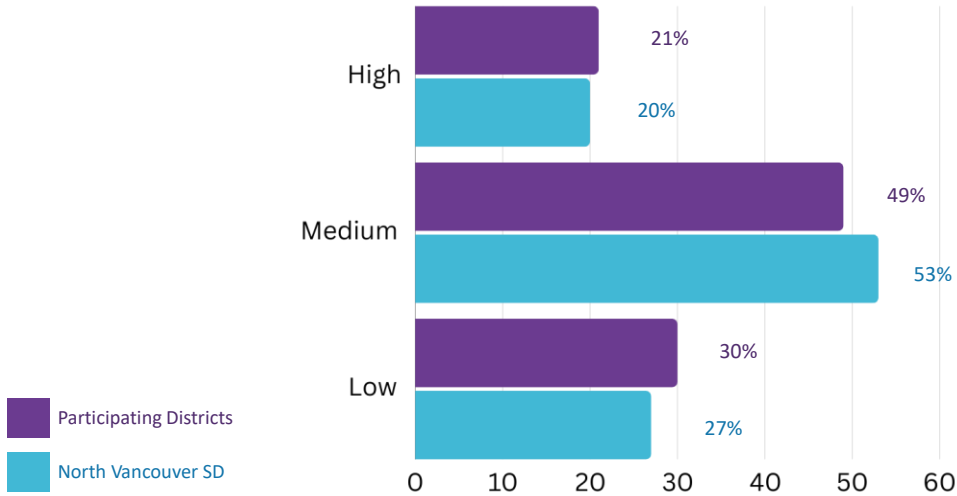
## Positive Social Experiences 2024



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## Mental Wellbeing 2024

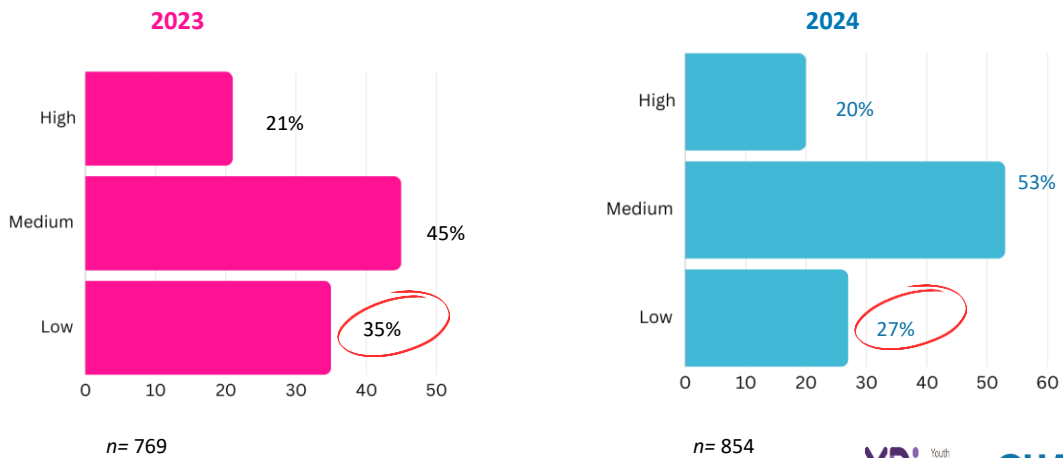
Warwick-Edinburgh Mental Wellbeing Scale



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## Mental Wellbeing - SD 44 Trends

Warwick-Edinburgh Mental Wellbeing Scale



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# Belonging 2024

Youth's level of agreement with statements about their sense of belonging at school, in their communities, and within a social group. The percentages below refer to youth who reported a 'high' sense of belonging.

## SCHOOL BELONGING



Participating Districts

37%

North Vancouver SD

40%



57

# Belonging 2024

Youth's level of agreement with statements about their sense of belonging at school, in their communities, and within a social group. The percentages below refer to youth who reported a 'high' sense of belonging.

## SCHOOL BELONGING



Participating Districts

37%

North Vancouver SD

40% ≈

2023

39%



58

# Belonging 2024

Youth's level of agreement with statements about their sense of belonging at school, in their communities, and within a social group. The percentages below refer to youth who reported a 'high' sense of belonging.

## SCHOOL BELONGING



## PEER BELONGING



Participating Districts

37%

52%

North Vancouver SD

40% ≈

56%

2023

39%



# Belonging 2024

Youth's level of agreement with statements about their sense of belonging at school, in their communities, and within a social group. The percentages below refer to youth who reported a 'high' sense of belonging.

## SCHOOL BELONGING



## PEER BELONGING



Participating Districts

37%

52%

North Vancouver SD

40% ≈

56% ↑

2023

39%

53%



# Belonging 2024

Youth's level of agreement with statements about their sense of belonging at school, in their communities, and within a social group. The percentages below refer to youth who reported a 'high' sense of belonging.

## SCHOOL BELONGING



## PEER BELONGING



## COMMUNITY BELONGING



Participating Districts

37%

52%

43%

North Vancouver SD

40% ≈

56% ↑

48%

2023

39%

53%



# Belonging 2024

Youth's level of agreement with statements about their sense of belonging at school, in their communities, and within a social group. The percentages below refer to youth who reported a 'high' sense of belonging.

## SCHOOL BELONGING



## PEER BELONGING



## COMMUNITY BELONGING



Participating Districts

37%

52%

43%

North Vancouver SD

40% ≈

56% ↑

48% ↑

2023

39%

53%

43%



## Supportive Adults 2024

Youth's level of agreement with statements about how supported they feel by adults in their community, school, and home. The percentages below refer to youth who reported a 'high' sense of support.

### COMMUNITY



Participating Districts	31%
North Vancouver SD	31%



63

## Supportive Adults 2024

Youth's level of agreement with statements about how supported they feel by adults in their community, school, and home. The percentages below refer to youth who reported a 'high' sense of support.

### COMMUNITY



Participating Districts	31%
North Vancouver SD	31% ↑
2023	26%



64



## Supportive Adults 2024

Youth's level of agreement with statements about how supported they feel by adults in their community, school, and home. The percentages below refer to youth who reported a 'high' sense of support.

### COMMUNITY



### SCHOOL



Participating Districts

31%

39%

North Vancouver SD

31% ↑

33%

2023

26%



## Supportive Adults 2024

Youth's level of agreement with statements about how supported they feel by adults in their community, school, and home. The percentages below refer to youth who reported a 'high' sense of support.

### COMMUNITY



### SCHOOL



Participating Districts

31%

39%

North Vancouver SD

31% ↑

33% ↑

2023

26%

28%



## Supportive Adults 2024

Youth's level of agreement with statements about how supported they feel by adults in their community, school, and home. The percentages below refer to youth who reported a 'high' sense of support.

### COMMUNITY



### SCHOOL



### HOME



Participating Districts

31%

39%

77%

North Vancouver SD

31% ↑

33% ↑

82%

2023

26%

28%



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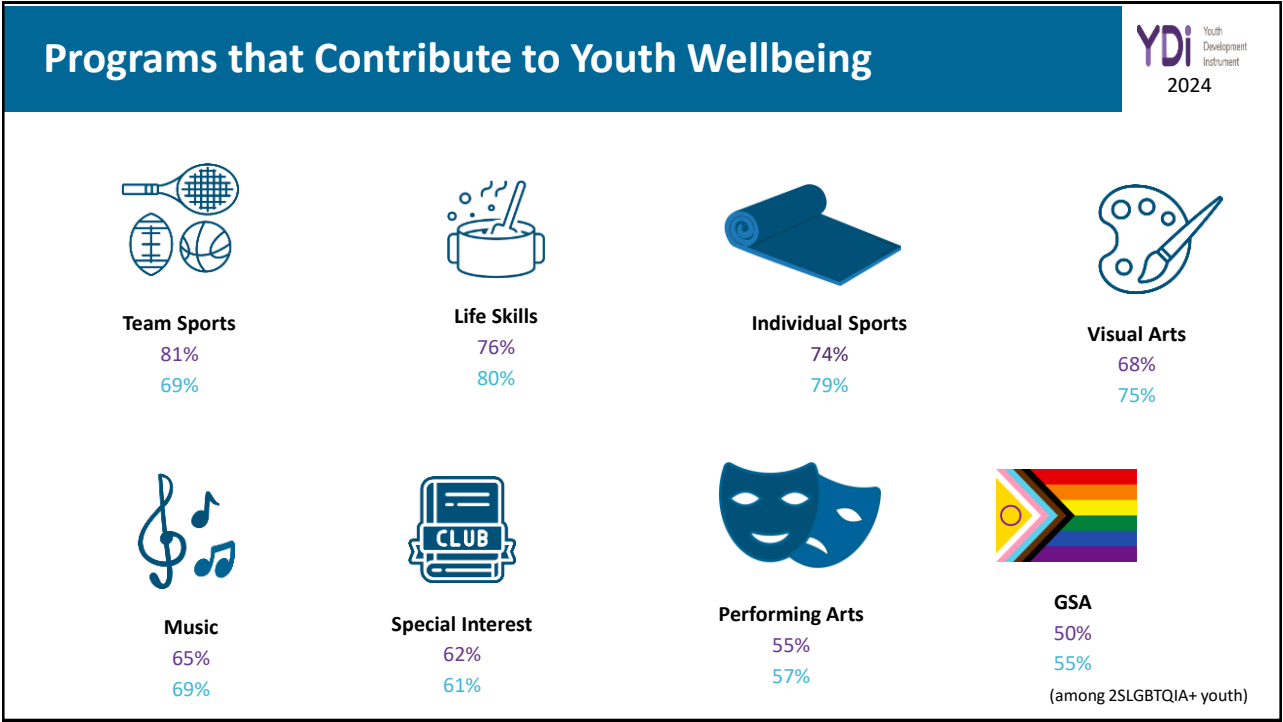
2023

26%

28%

77%





69

# School-based Mental Wellbeing Promotion

70

“

“Much of what impacts wellbeing in a school are the small, everyday things. It takes the whole community to embrace and support wellbeing.

It is in the minute-by-minute interactions we have with each other, as well as the systems in place, supported by admin, to communicate the prioritization of wellbeing.”

An Exploration of School-Based Mental Health Promotion  
Initiatives in British Columbia  
(CHART Lab 2024)



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## Key Insights

1

Evidence of effectiveness and corresponding guidance: Call to understand what works best in BC

2

Prioritizing staff wellbeing and collective learning:  
Ensuring professional support for, and wellbeing of, adults in school communities

3

Child and youth engagement and collaboration: Understanding student experiences with MHP

4

Creating and strengthening connections:  
Effective collaboration with families, community organizations, and public health partners

5

Developing deeper understanding:  
Unpacking the experiences of professionals working in school-based MHP



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# Youth as community changemakers

73

Youth Development Instrument (YDI)

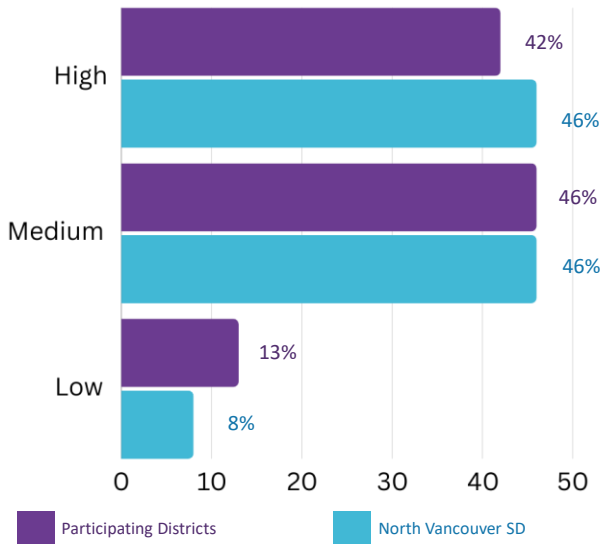
Youth Advisory Council

25 youth in Grades 10 to 12 from across BC



74

## Positive Social Experiences 2024



- The ability to discuss feelings with family
- Having family support during difficult times
- Participating in community traditions
- Having a sense of belonging in schools
- Feeling supported by friends
- Having two invested non-parental adults
- Feeling safe at home

High: 6-7  
 Medium: 3-5  
 Low: 0-2



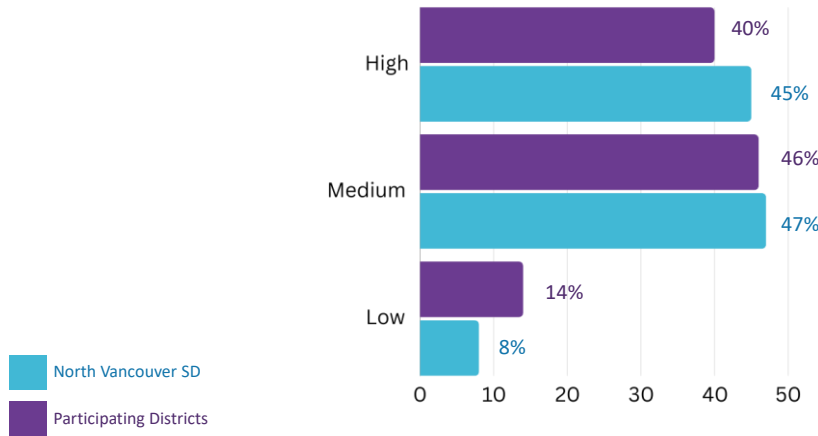
75

Using data to catalyze youth engagement and system-level change

76

## Community Reciprocity

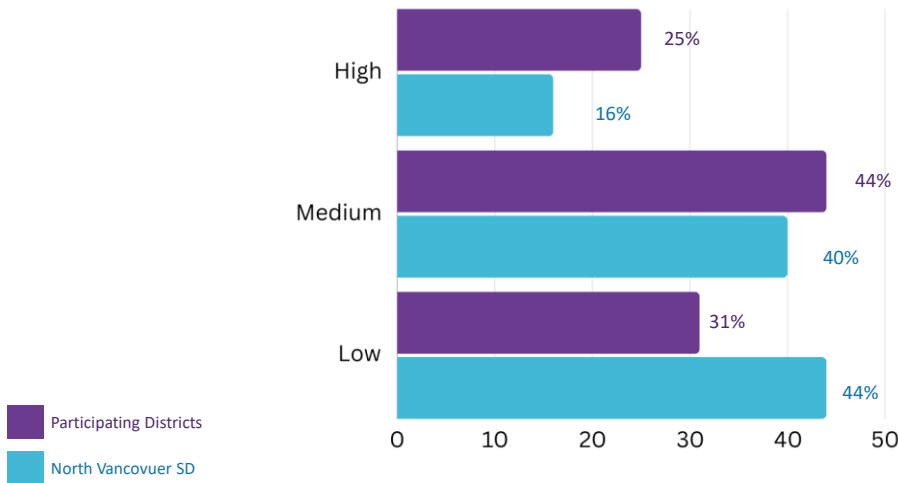
Youth's level of agreement with statements about their sense of participation and support in the community.  
 E.g., "I play a positive role in my community".



77

## Student Voice

Youth's level of agreement with statements about how much their school includes student voice in decision-making.



78

## Considerations for Meaningful Youth Engagement

Augsberger et al. (2024) *The global context of youth engagement: A scoping review*

Ballard et al. (2023) *Engaging youth as leaders and partners can improve substance use prevention*

Collins et al. (2020) *Involving child and youth advisors in academic research about child participation*

- ▶ Recruit youth with a diversity of backgrounds and experiences who are passionate about making positive change
- ▶ Use understanding of adolescent development
- ▶ Provide youth time to get to know other youth and adults involved in projects
- ▶ Demonstrate evidence of action
- ▶ Create opportunities for youth to engage with and learn from one another - not just the adults in the room
- ▶ Allow youth to speak directly to policy and decision makers rather than having another adult share their perspectives

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## Table Talk

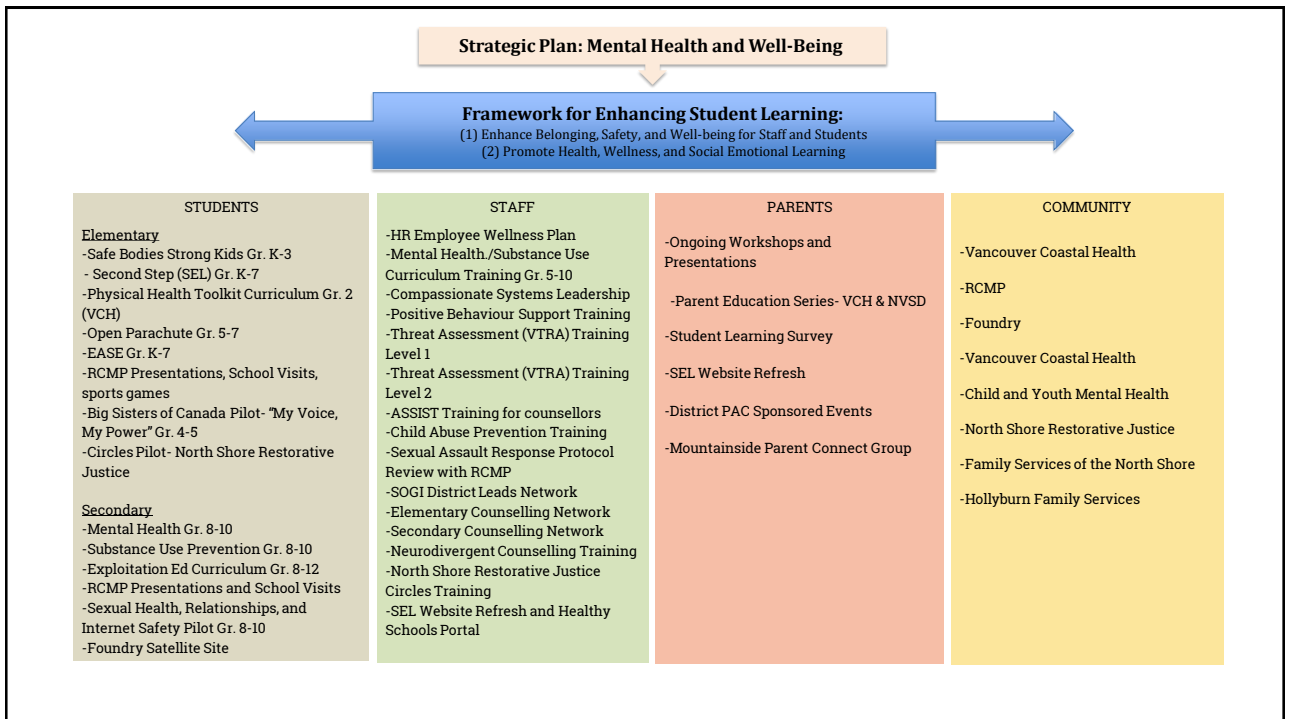
- ▶ What stands out for you about the data and info shared?
- ▶ How does this resonate with your experience and/or understanding?
- ▶ Any other thoughts?

80



# Where are we going?

81



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## Table Talk

- ▶ How can the district further support student and staff health, well-being, safety and belonging?
- ▶ Are there voices underrepresented? How could we better engage those voices?
- ▶ Where should the district focus its efforts in the upcoming school year ?
- ▶ What initiatives or strategies would you suggest?

83



## Sakihiwewin

“How do I weave love into my actions?”

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