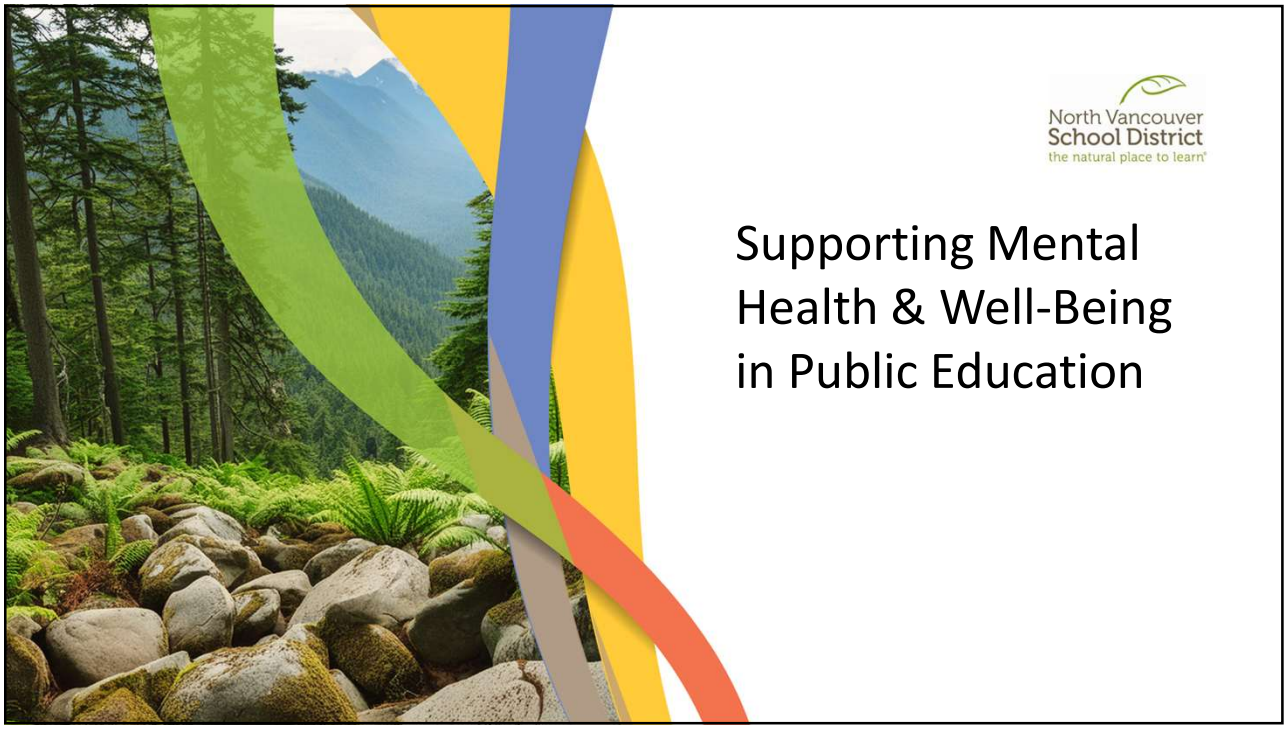

1

Land Acknowledgement

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

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

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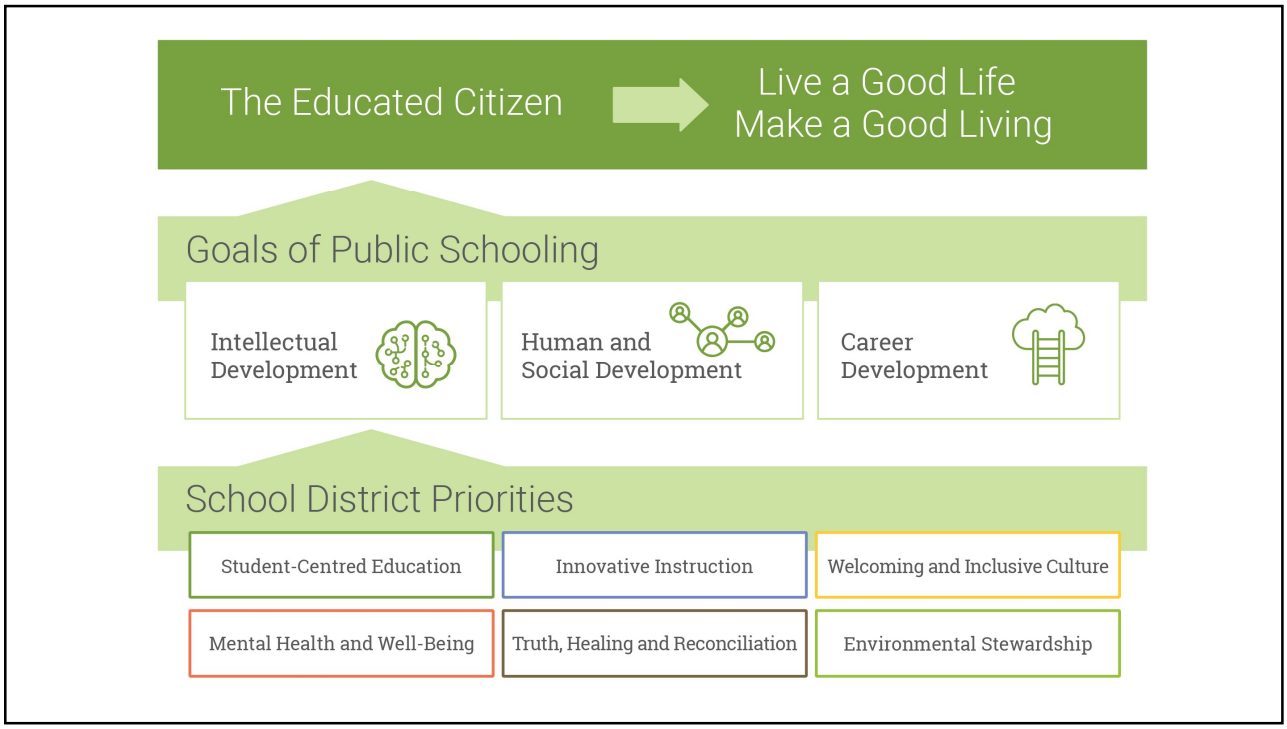
Tsleil-Waututh Nation
PEOPLE OF THE INLET

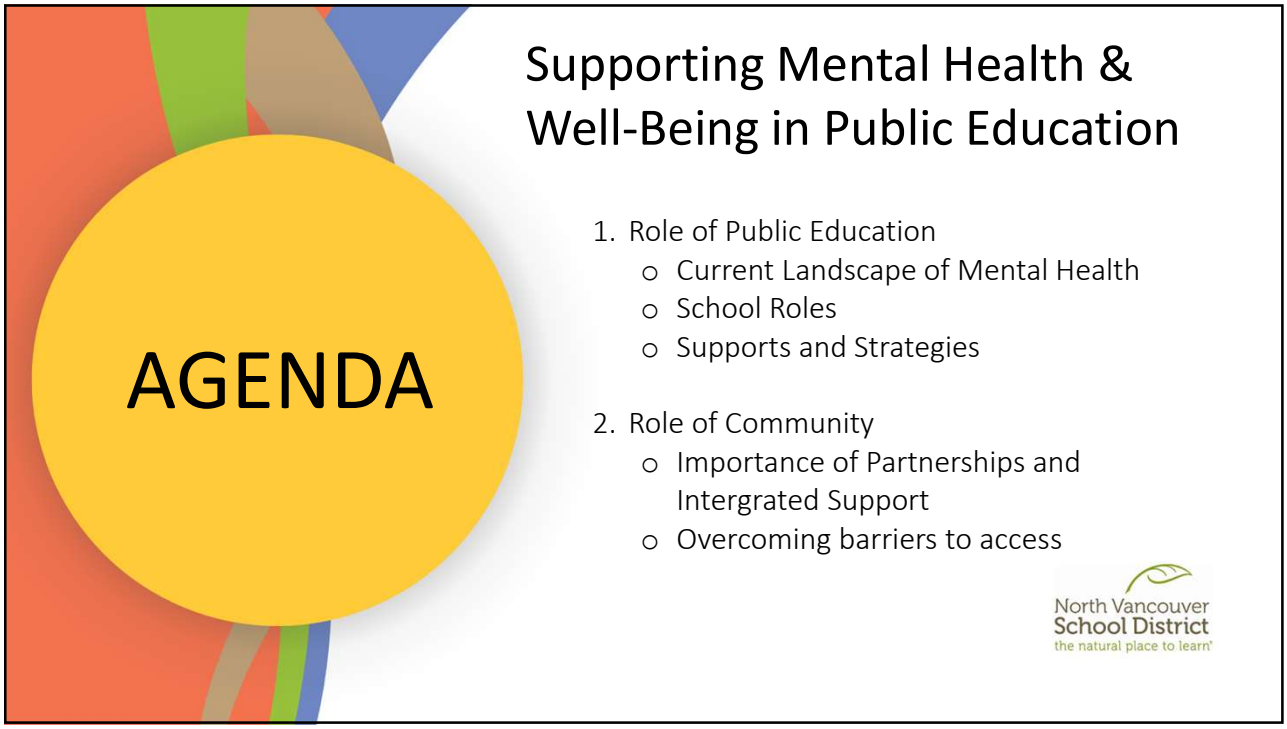
SKWXWÚ7MESH ÚXWUMIXW
SQUAMISH NATION

Cheakamus Centre
Reconciliation House Post by Xwalacktun

2


The Educated Citizen
Live a Good Life
Make a Good Living
Goals of Public Schooling
Intellectual Development
Human and Social Development
Career Development
School District Priorities
Student-Centred Education
Innovative Instruction
Welcoming and Inclusive Culture
Mental Health and Well-Being
Truth, Healing and Reconciliation
Environmental Stewardship

3


AGENDA
Supporting Mental Health & Well-Being in Public Education
1. Role of Public Education
o Current Landscape of Mental Health
o School Roles
o Supports and Strategies
2. Role of Community
o Importance of Partnerships and Intergrated Support
o Overcoming barriers to access
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4

Grounding and Check-In: Why is it Important?

- Practice of self-reflection
- Facilitates emotional settling and regulation
- Supports the creation of a generative and compassionate social field
- Increases readiness to be together and builds community

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Grounding and Check-In

Prompts:

- Name and role
- How am I showing up tonight?
- Why is the topic tonight important to me?

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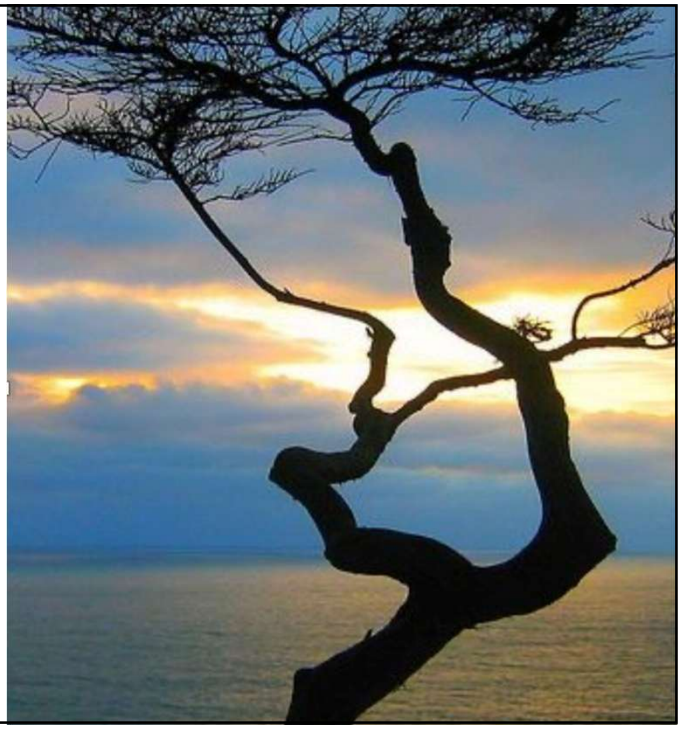

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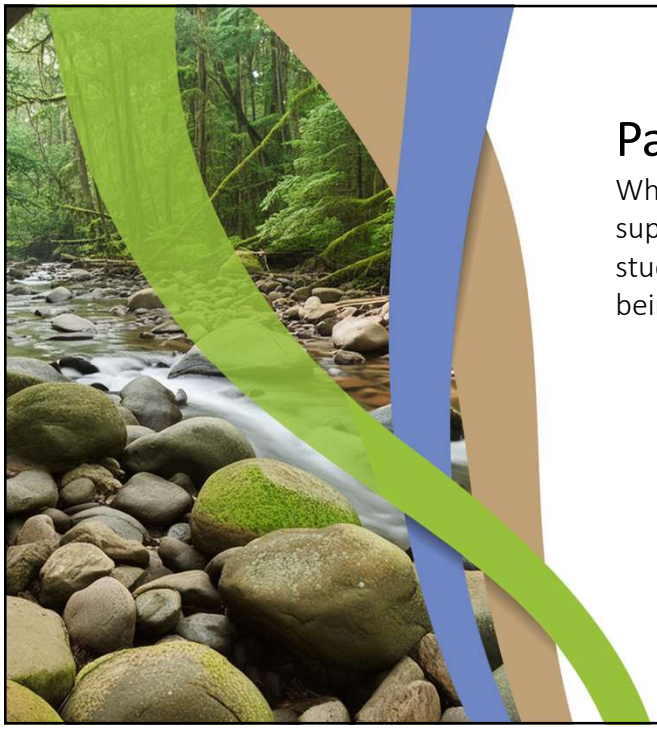

Part I:

What role does public schooling play in supporting and promoting the development of student and adult mental health and well-being?

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7

KNOW

Role of Public School

8

Mental Health Definition

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in.

-World Health Organization

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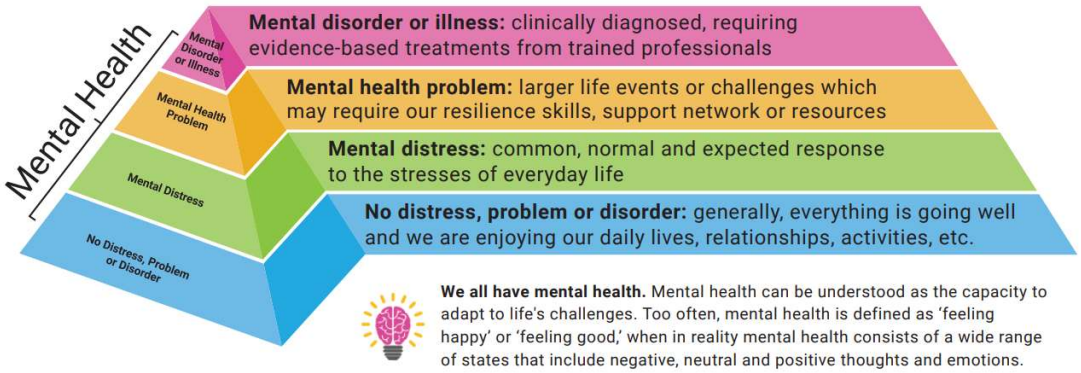
9

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.



We all have mental health. Mental health can be understood as the capacity to adapt to life's challenges. Too often, mental health is defined as 'feeling happy' or 'feeling good,' when in reality mental health consists of a wide range of states that include negative, neutral and positive thoughts and emotions.

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.

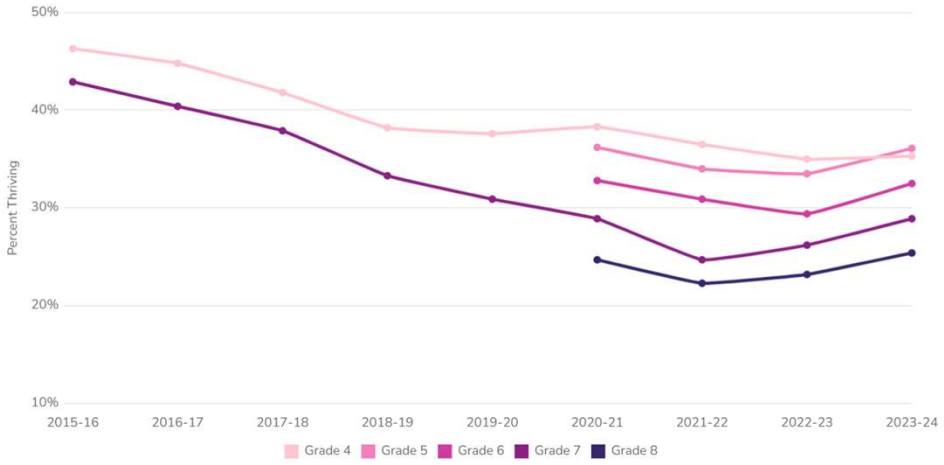
mental health literacy Learn more at **MentalHealthLiteracy.org**

10

Thriving in BC Middle Years Over Time

MDI – 2024 Provincial Trends for Grades 4 – 8

Thriving had been on decline prior to pandemic and now showing signs of recovery in BC



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Positive childhood experiences serve as protective factors for mental health in pandemic-era youth with adverse childhood experiences

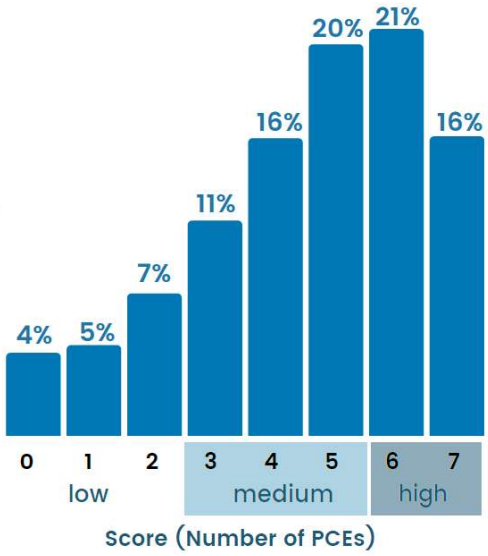
Hasina Samji [a,b,*], David Long [a,c], Jillian Herring [a], Rachel Correia [a], Jacqueline Maloney [a]

PCEs: Beneficial experiences before the age of 18 that are thought to promote resilience

Bethell et al. (2019) PCEs:

1. Able to talk to family about feelings
2. Family stood by them during difficult times
3. Felt safe and protected by an adult in their home
4. Enjoyed participating in community traditions
5. Felt a sense of belonging in high school
6. Felt supported by friends
7. Had at least two non-parent adults who took a genuine interest in them

YDi 2022



Bethell, C., Jones, J., Gombojav, N., Linkenbach, J., & Sege, R. (2019). Positive Childhood Experiences and Adult Mental and Relational Health in a Statewide Sample: Associations Across Adverse Childhood Experiences Levels. JAMA Pediatrics, 173(11), e193007. https://doi.org/10.1001/jamapediatrics.2019.3007
Samji, H., Long, D., Herring, J., Correia, R., & Maloney, J. (2024). Positive childhood experiences serve as protective factors for mental health in pandemic-era youth with adverse childhood experiences. Child Abuse & Neglect, 106640. https://doi.org/10.1016/j.chiabu.2024.106640

CHART

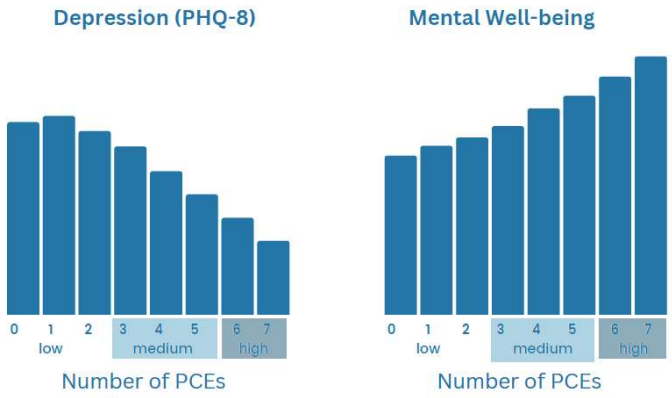
12

Positive childhood experiences serve as protective factors for mental health in pandemic-era youth with adverse childhood experiences

YDi 2022

Hasina Samji [a,b,*], David Long [a,c], Jillian Herring [a], Rachel Correia [a], Jacqueline Maloney [a]

- PCEs were related to greater mental well-being and life satisfaction and fewer symptoms of depression and anxiety.
- PCEs were more strongly related to MHW outcomes than ACEs.
- Having six or seven PCEs protected against moderate-to-severe depression in youth with ACEs.



Samji, H., Long, D., Herring, J., Correia, R., & Maloney, J. (2024). Positive childhood experiences serve as protective factors for mental health in pandemic-era youth with adverse childhood experiences. Child Abuse & Neglect, 106640. https://doi.org/10.1016/j.chiabu.2024.106640

CHART

13

UNDERSTAND

Role of Public School

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Mental Health in Schools Strategy

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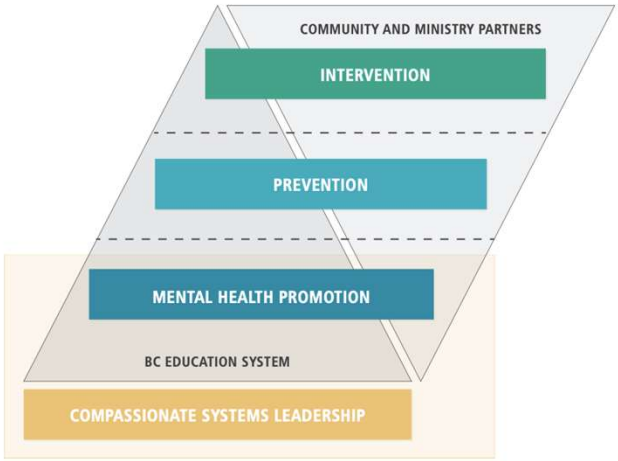
Mental well-being, or positive mental health, involves the capacity to think, feel and act in ways that improve our ability to enjoy life and deal with its challenges.

Schools play an important role in supporting students to build the skills and knowledge that contribute to their overall well-being.



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NVSD Strategic Plan 2021-2031

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NVSD FESL Goal

- To create safe, welcoming and inclusive school environments that actively promote health, well-being and a sense of belonging, recognizing and celebrating the diverse backgrounds and identities of our communities.
- Focus:
  - SEL/ Mental Health / Well-Being
  - Increase Safety/ Belonging / Enhance Welcoming and Inclusive Culture
  - Physical Well-Being

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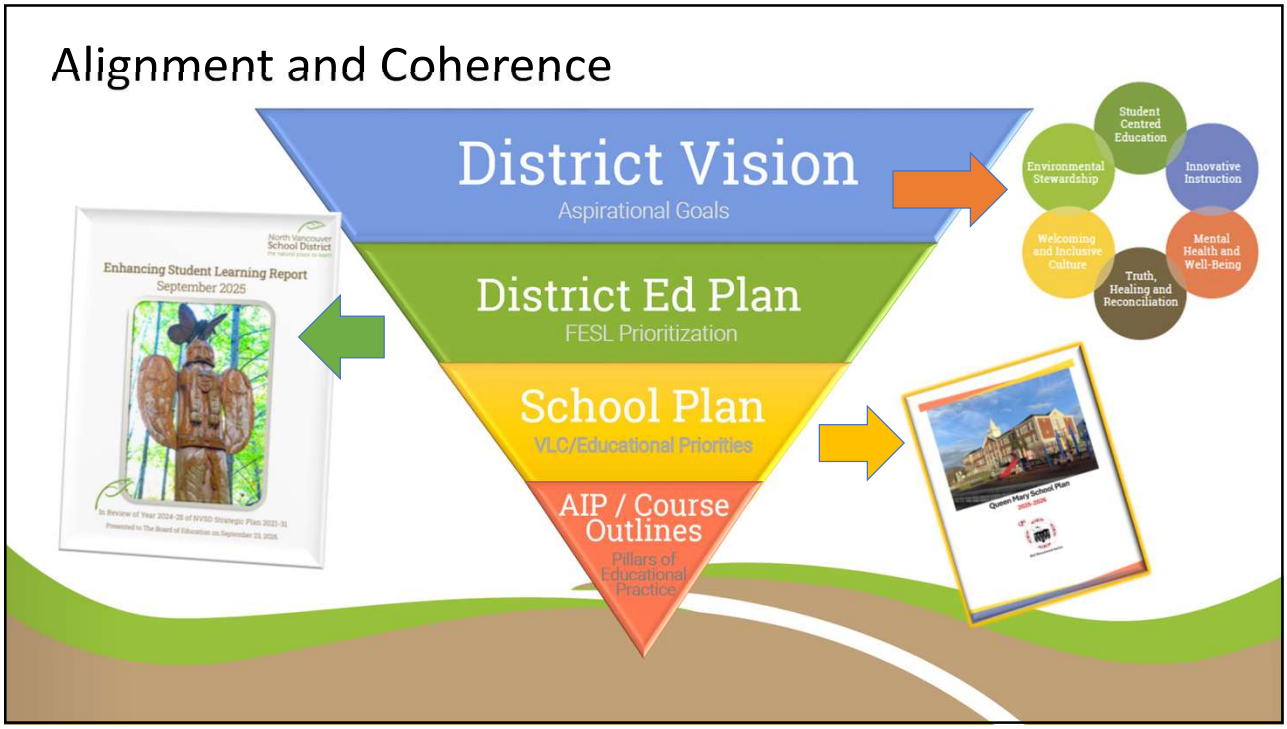
Alignment and Coherence



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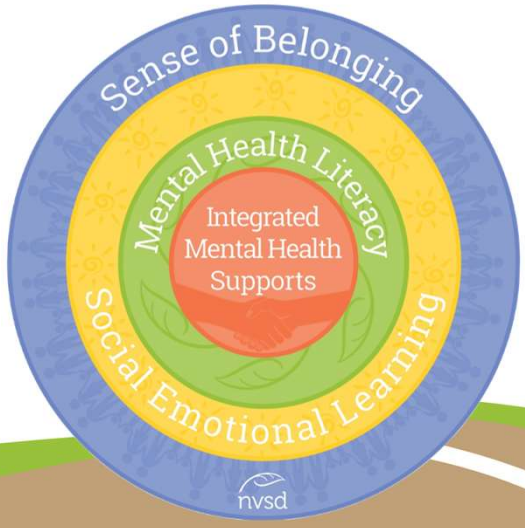
NVSD Continuum of SEL



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DO

Role of Public School

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Tiers of Support

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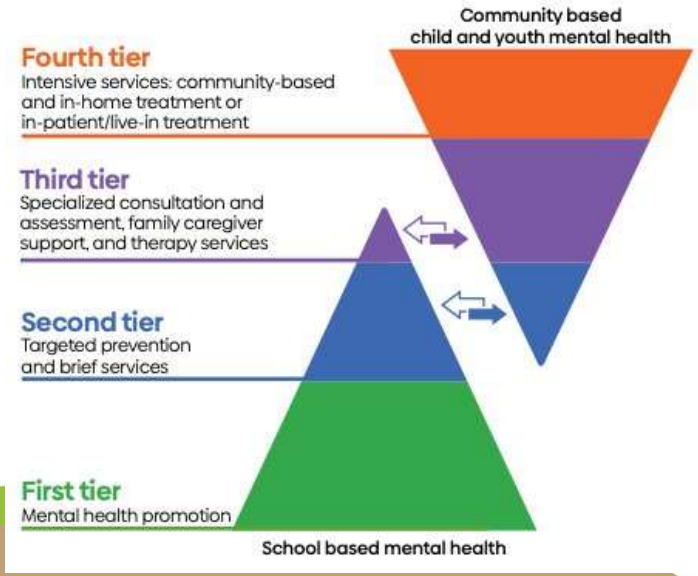
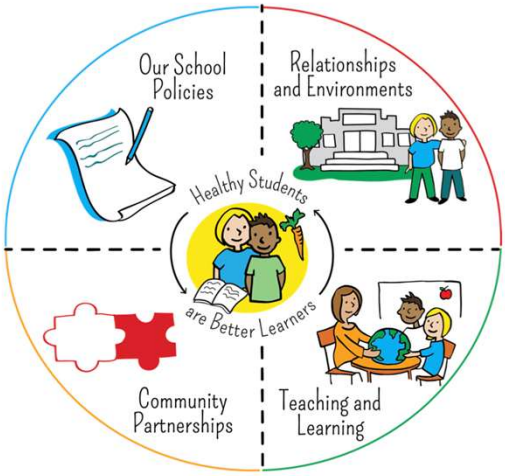


21

Comprehensive School Health



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Comprehensive School Health

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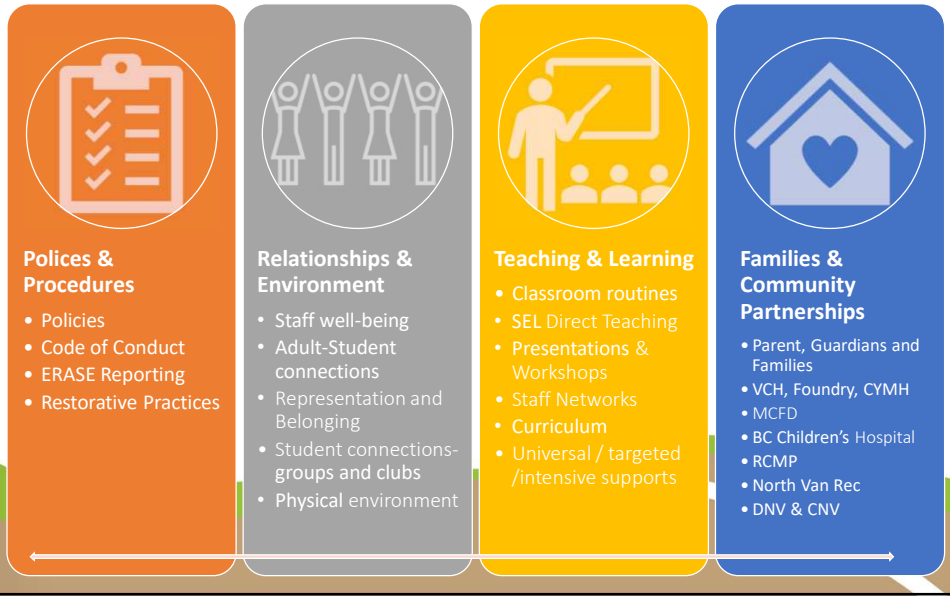

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Argyle School Plan Goals

- To increase student sense of belonging by strengthening the culture of diversity, equity, inclusion
- To improve staff and students' awareness and understanding of mental health literacy

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Supporting Student Mental Health

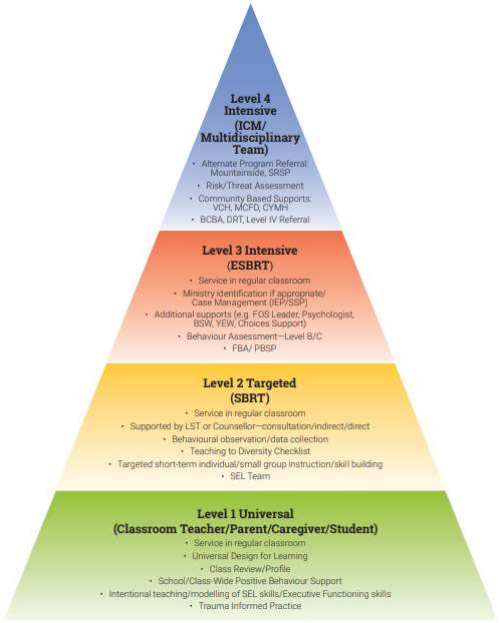

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Table Talk and Share Out

- What role does public schooling play in supporting and promoting the development of student and adult mental health and well-being?
- What resonates with you and or your experience?
- What do you think is exciting or needed?
- What are you curious to learn more about?

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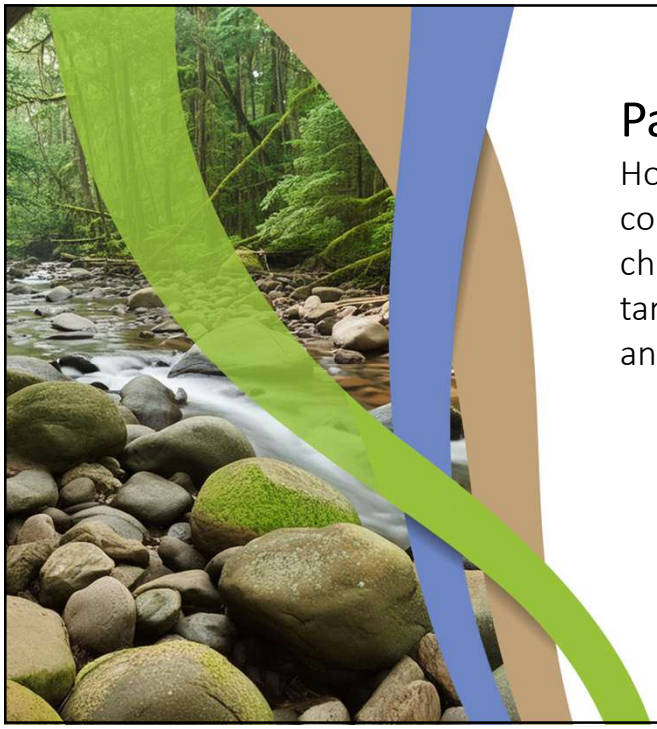

Part II:

How does the NVSD work with community agencies to support children and families with more targeted or intensive mental health and/or family systems needs?

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KNOW

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Access to Mental Health Services

In the last year, over 2/3rds did not need services, but 17% did not access the mental health service they needed.

Top reasons for not accessing care:

1)Thought or hoped the problem would go away – 59%
2) Did not want parent/guardian to know – 58%
3) Did not know where to go – 42%
4) Worried their information would not be kept confidential – 38%
5) Too busy to go; afraid of what they would be told – each 35%

Vancouver Coastal Health

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Source: Adolescent Health Survey 2023 – SD44

30

Accessing Mental Health Information

Where students go to access reliable information on mental health		
A friend/peer	33%	#2
A family member	46%	#1
School staff	12%	
Mental health professional	21%	
Website/online resource	25%	#3
Another source	2%	
Don't know where to go for reliable information on mental health	6%	
Don't go anywhere for this information	27%	

Note: Students could mark all that applied.

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Source: Adolescent Health Survey 2023 – SD44

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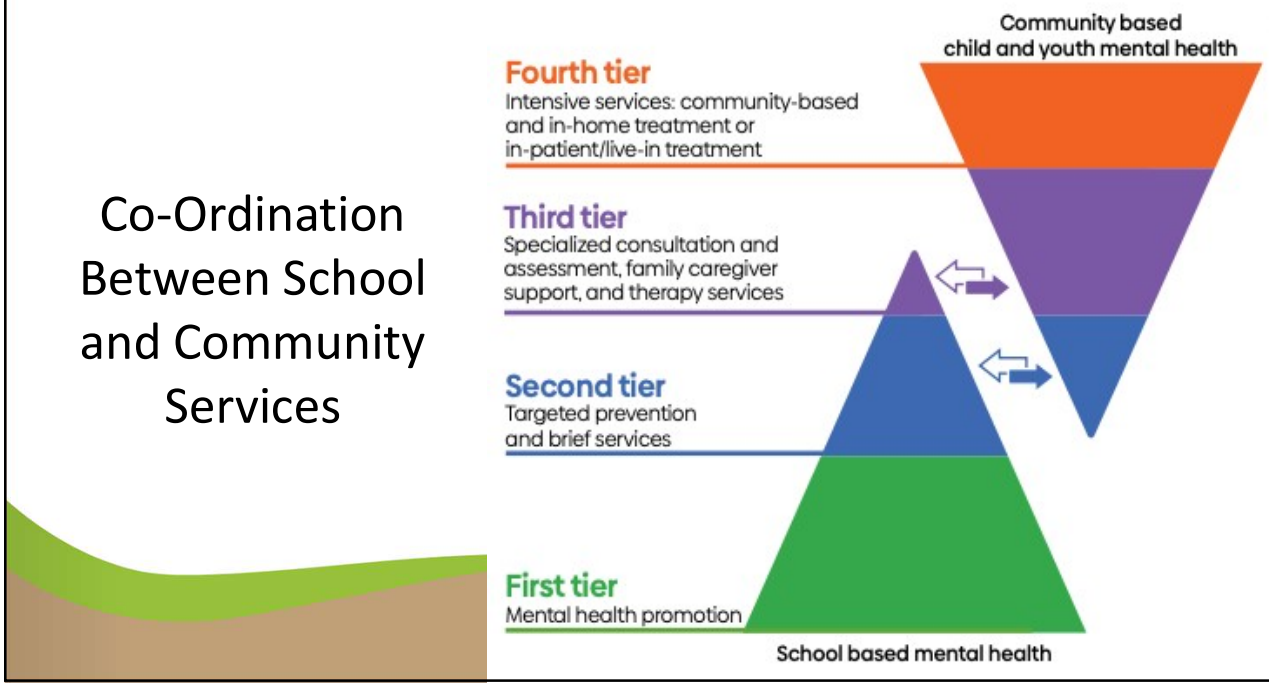
Co-Ordination Between School and Community Services



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UNDERSTAND

Role of Community

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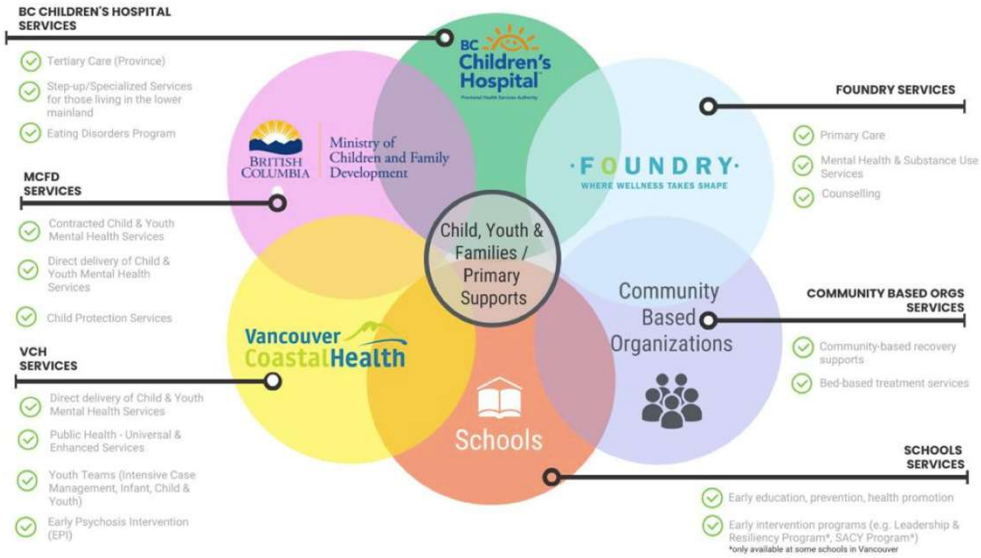
Key Players Child & Youth MHSU

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



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Foundry Community Mental Health Support Pathways

Child and Youth Mental Health (CYMH)	Foundry
• Child and Youth Mental Health (intake or referral) • The Maples • BC Children's Hospital P1	• Drop in Mental Health Supports • Mental Health Substance Use Counselling • Youth Urgent Response Team (YURT) • Occupational Therapy and Groups • Peer Support/Parent Navigator • Foundry Works (employment and education program) • Intensive Case Management Team • Primary Care Clinic • Drop in Medical and Sexual Health Services • VCH Regional Eating Disorder Program for youth • Psychiatry (with internal referral) • Foundry Provincial Virtual (foundrybc.ca/virtual)

*Red font = direct access for families (no referral needed)

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Other Community Supports

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- Kids Help Phone
- Crisis Line
- North Shore Family Services
- Hollyburn Family Service
- Canadian Mental Health Association – Peer Assisted Care Team
- FamilySmart North Shore

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DO

Role of Community

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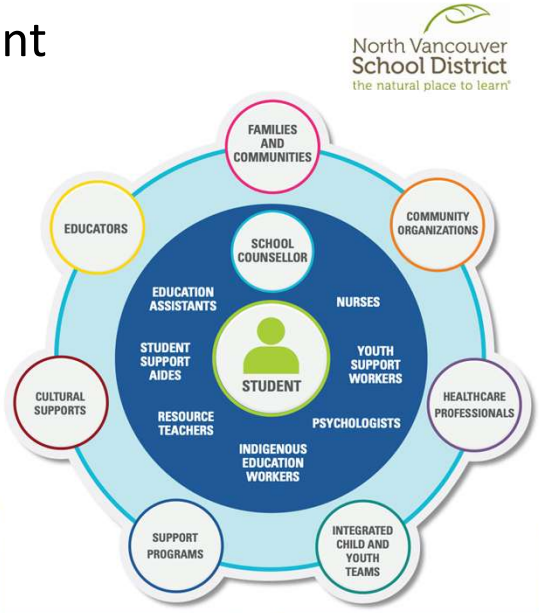
Integrated Case Management

- School and district-based mental health professionals (e.g., school counsellors, psychologists, and other specialized personnel) are often the first point of contact for educators who notice signs and symptoms of a mental health or substance use problem.



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Integrated Case Management

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- Once a student has been identified as needing additional help, the school counsellor typically acts as a liaison among the student, educators, parents, community organizations and healthcare professionals.

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Integrated Case Management

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- Once a student has been identified as needing help, the school counsellor typically acts as a liaison among the student, educators, parents, community organizations and healthcare professionals.

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Barriers

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- Siloed services and/or fractured systems
- Negative past experiences, shame and/or stigma
- Transportation and/or Geography
- Lack of knowledge of community supports
- Cultural background or specific needs
- Lack of trust in providers
- Family circumstances

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What Is A Situation Table?

Comprised of front-line workers from various agencies and sectors

Meet weekly

Share limited information on clients facing elevated levels of risk

Coordinate immediate interventions (within 24-48 hours)

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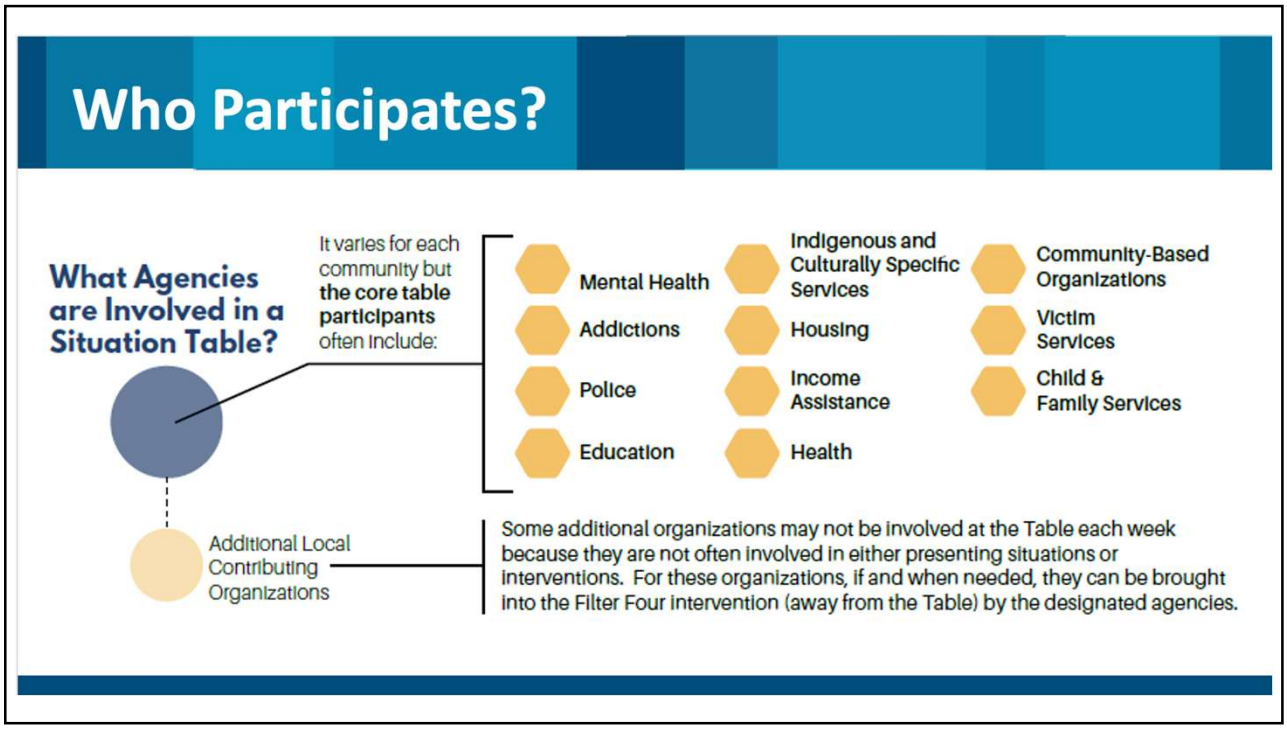
Who Participates?
What Agencies are Involved in a Situation Table?
It varies for each community but the core table participants often include:
Mental Health
Addictions
Police
Education
Indigenous and Culturally Specific Services
Housing
Income Assistance
Health
Community-Based Organizations
Victim Services
Child & Family Services
Additional Local Contributing Organizations
Some additional organizations may not be involved at the Table each week because they are not often involved in either presenting situations or interventions. For these organizations, if and when needed, they can be brought into the Filter Four intervention (away from the Table) by the designated agencies.

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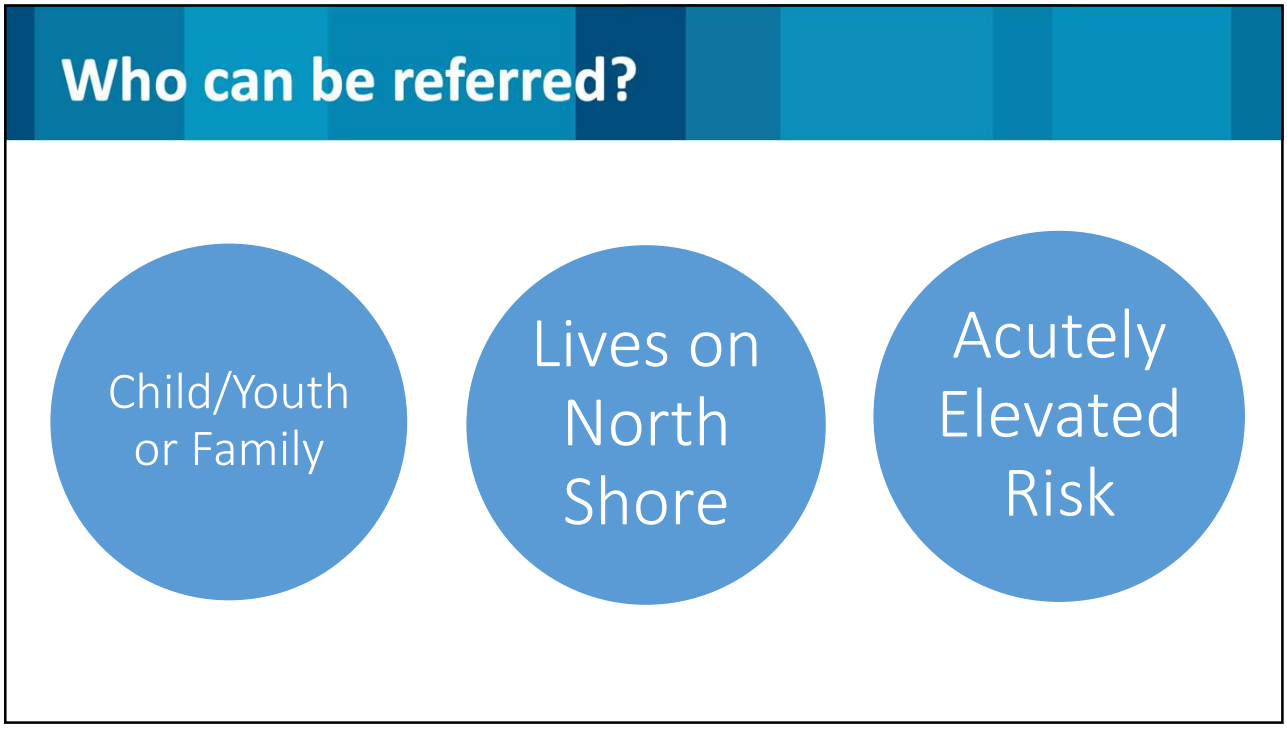
Who can be referred?
Child/Youth or Family
Lives on North Shore
Acutely Elevated Risk

44

Four Criteria For Acutely Elevated Risk (AER)

- Significant interest at stake
- Probability of harm occurring
- Severe intensity of harm likely
- Multi-disciplinary nature of risk

45

Table Talk and Share Out

- How does the NVSD work with community agencies to support children and families with more targeted or intensive mental health and/or family systems needs?
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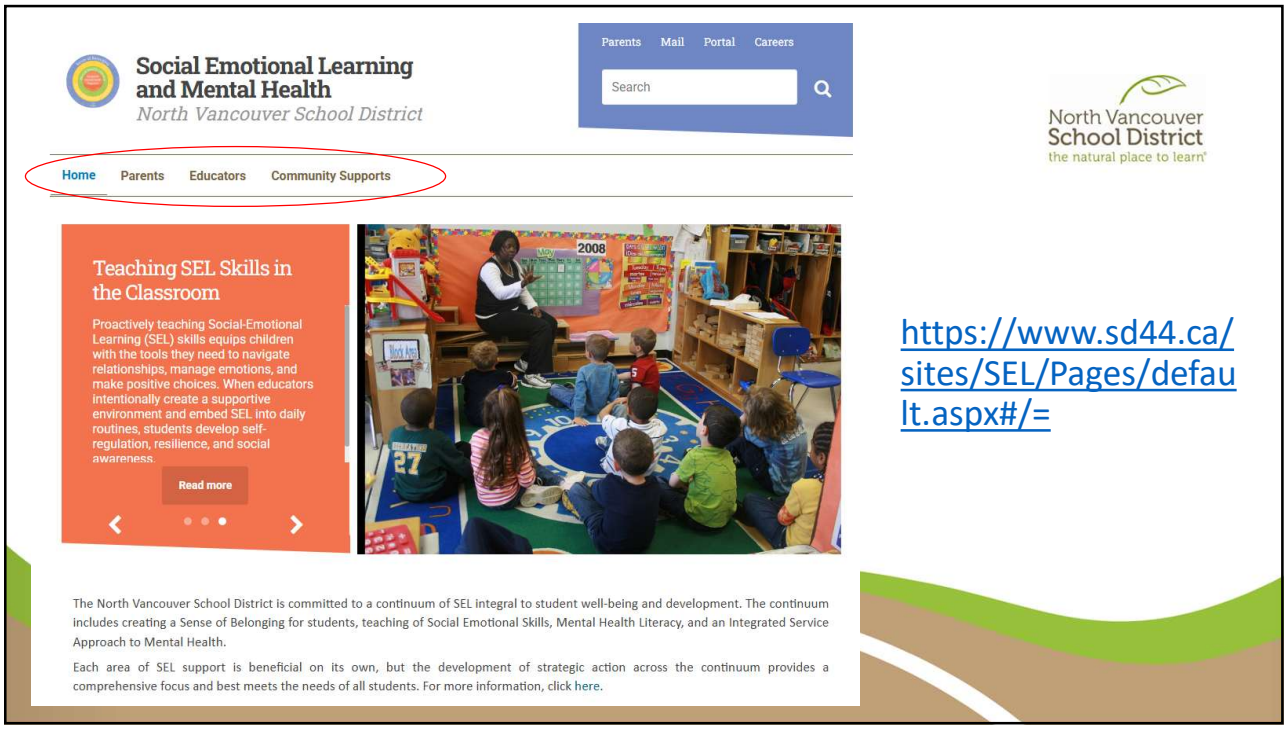

https://www.sd44.ca/sites/SEL/Pages/default.aspx#/=

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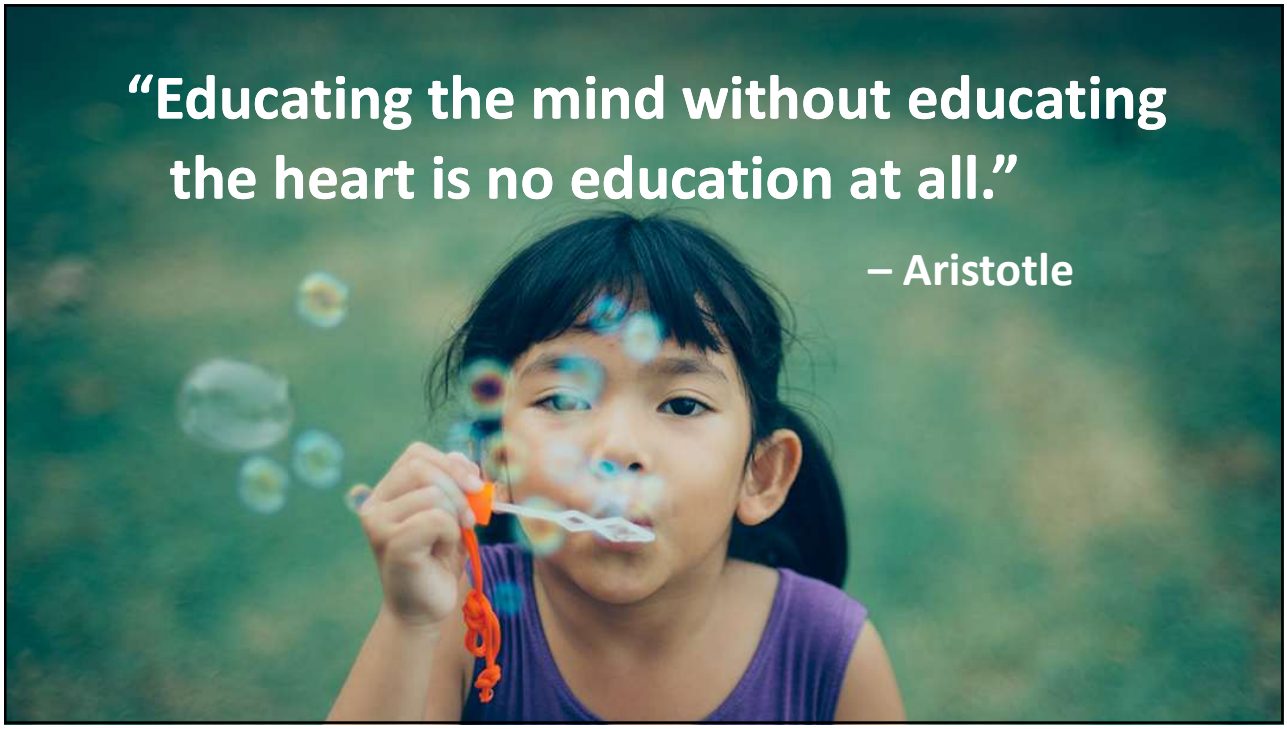

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Thank You

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