

Accountability Topic: Mental Health and Well-being for Students and Staff

Date of Board Meeting:

November 16, 2023

Strategic Priority:

- High Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical & Social Environments

Quality Indicator(s) (if applicable):

QI 1.1 Facilitating environments where students feel a sense of belonging and have high levels of intellectual engagement.

QI 9.4 Utilizing formal and informal staff & board feedback to continuously assess, monitor, and reinforce high performance culture.

Presented by:

Amanda Kornaga, Superintendent of Schools

Michelle Goulden, Mental Health Capacity Building Coordinator

Key Measures:

The OurSchool Survey, SOS Q, Attendance, and graduation rates will be monitored via PowerBI to determine areas of concern and growth.

Targets:

Students will be supported to experience a positive sense of belonging and connection while feeling safe in their schools.

Data:

According to the OurSchool data, positive relationships at school remained consistent with the 2021/2022 data as 75 – 85% of Non-FNM students reporting positive relationships and FNM students reporting lower at 60 – 75%.

The data indicates mixed results for First Nations and Metis students' sense of belonging as students in grades four, five, nine, and 12 reported an increase while the remaining grades reported a decreased sense of belonging. Non-First Nation and Metis student's reported sense of belonging stayed consistent or increased from the previous year. The variance between FNM students and Non-FNM students increases with the age of the students.

The OurSchool survey indicates a steady decline in students valuing school outcomes as they get older with grade 4 students reporting as high as 95% and grade 11 and 12 students as low as 43%.

Key Strategies Employed:

Aligning practices with the provincial education goal of developing consistent language strategies amongst all stakeholders.

Future Strategies:

GSSD schools will work to share effective practices and develop a planning tool to make a difference in each of their school communities.

Risk Assessment:

Impact Categories	Insignificant	Minor	Moderate	Major	Catastrophic
Financial	Financial impact of the event is less than \$50,000	Financial impact of the event exceeds \$50,000, but less than \$150,000	Financial impact of the event exceeds \$150,000, but is less than \$250,000	Financial impact of event exceeds \$250,000, but is less than \$500,000	Financial impact of the event exceeds \$500,000
Comments & Mitigation Strategy					
Reputational	One negative article in a publication	Negative articles in more than one publication	Short term negative media focus and concerns raised by stakeholders	Long term negative media focus and sustained concerns raised by stakeholders	Stakeholders lose faith in management or Trustees
Comments & Mitigation Strategy	NA				
Managerial Effort/Capacity	Impact can be absorbed through normal activity	Some management effort is required to manage the impact	Can be managed under normal circumstances with moderate effort	With significant management effort, can be endured	Potential to lead to the collapse of the organization
Comments & Mitigation Strategy	NA				
Government Relations	Routine ministerial inquires	In-depth ministerial inquires	Concerns raised by Ministry of Education	School division's ability mandate is questioned	Ministry of Education loses faith in the organization
Comments & Mitigation Strategy	NA				
Legal	Legal action threatened	Civil action commenced/small fine assessed	Criminal action threatened/moderate fine assessed	Criminal lawsuit commenced/significant fine assessed	Jail term of any length for a Trustee/Director; multiple significant fines assessed

Comments & Mitigation Strategy	NA				
Student Outcomes	Immaterial impact on student achievement	Student achievement metrics begin to show a decline	Parental complaints submitted related to student achievement	Overall student competency levels are below standards	Inability to satisfactorily deliver curriculum or key programs
Comments & Mitigation Strategy	NA				

Likelihood The likelihood of identified risks is to be assessed by estimate the probability of the risk occurring during the planning horizon.				
Rare	Unlikely	Moderate	Likely	Almost Certain
Extremely rare in the sector. Once in more than 10 years at the school division.	Has occurred occasionally in the sector. Once in 5 to 10 years at the school division.	Periodic occurrence in the sector; possible occurrence. Once in 3 years at the school division.	Has occurred previously and could reasonably occur again. Once in 1 to 2 years at the school division.	Extremely likely to occur. Multiple times per year at the school division.

Recommended Decision/Motion:

“That the Board approve the accountability report on Mental Health and Well-being for Students and Staff and acknowledge the report met the requirements of QIs 1.1 and 9.4 based on the evidence within the report.”

Respectfully submitted,

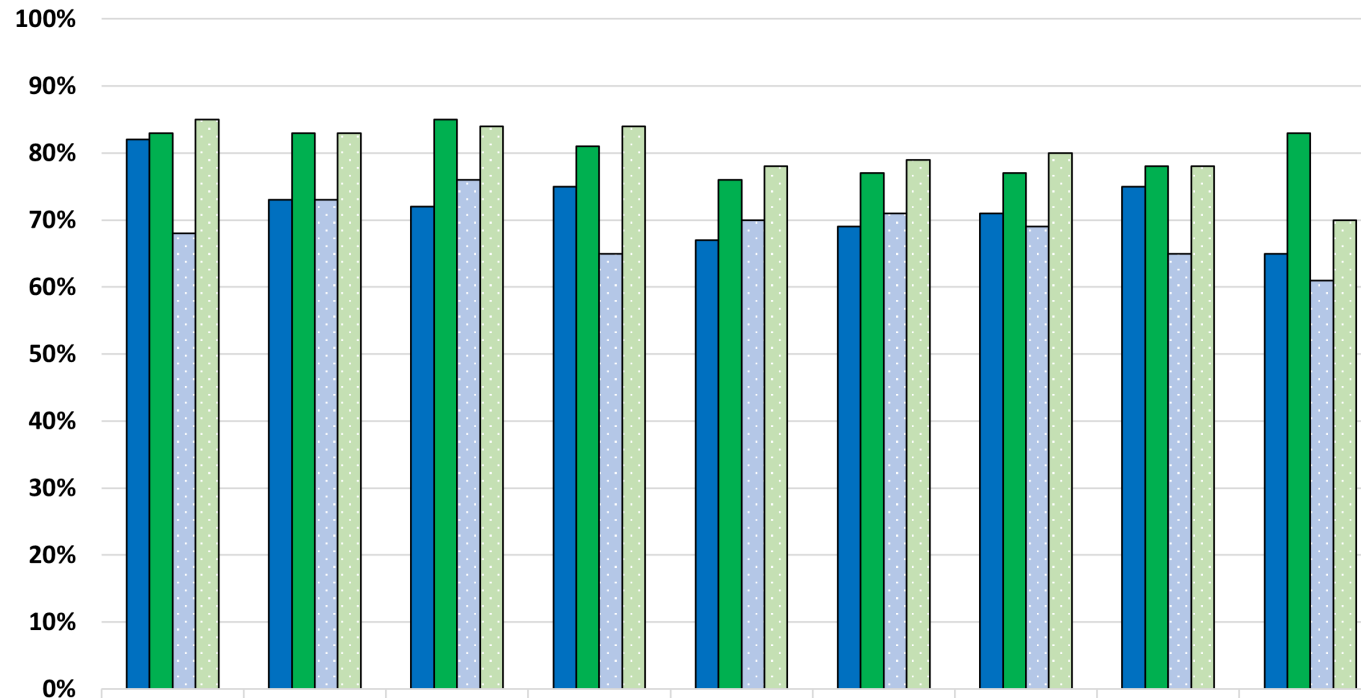
Quintin M. Robertson, Director/CEO
Good Spirit School Division

Mental Health and Well-being for Students and Staff

(Healthy, Sustainable Physical & Social Environments Priority Area)

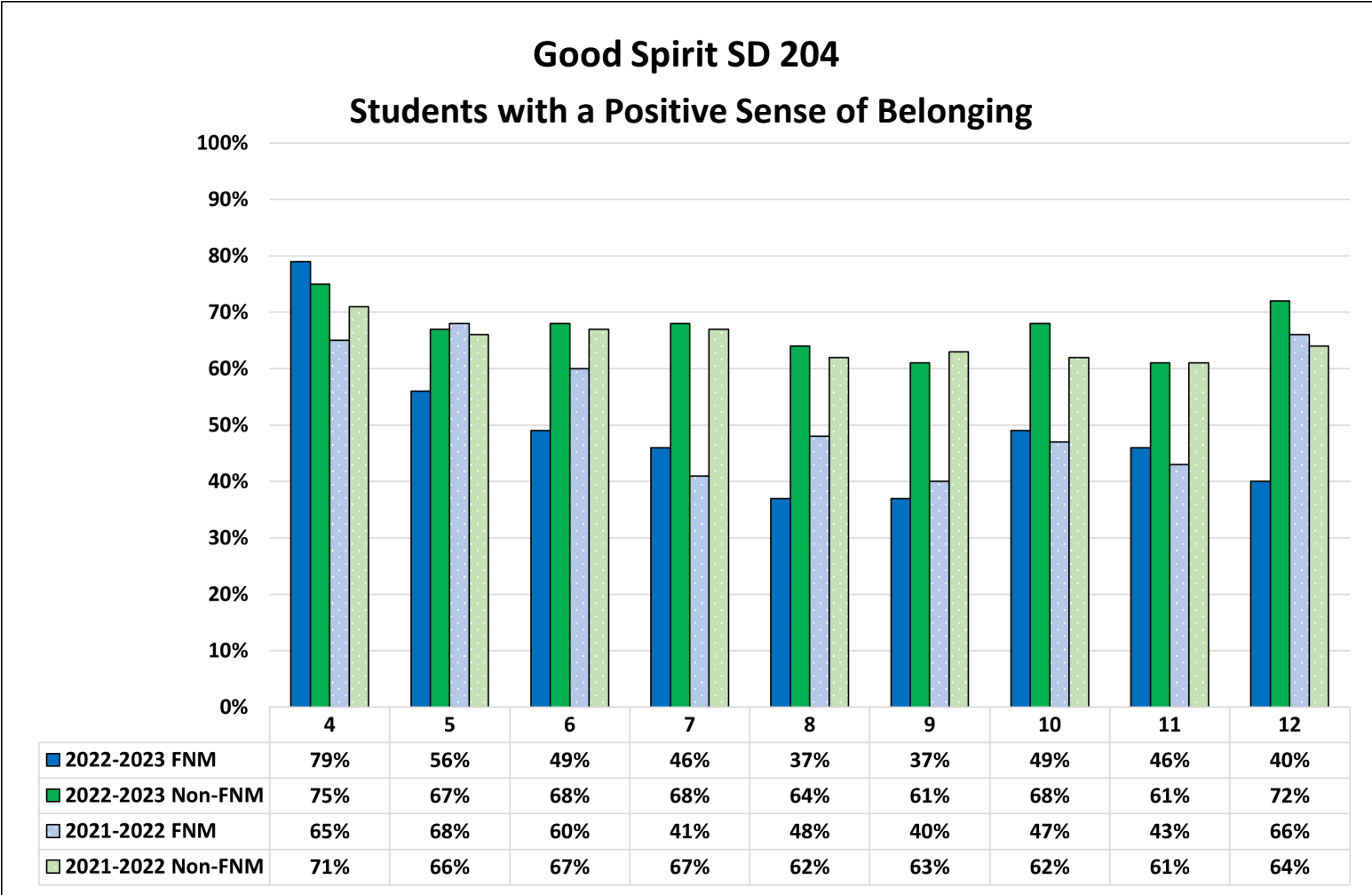
2022/23 GSSD Data

Good Spirit SD 204
Students with positive relationships

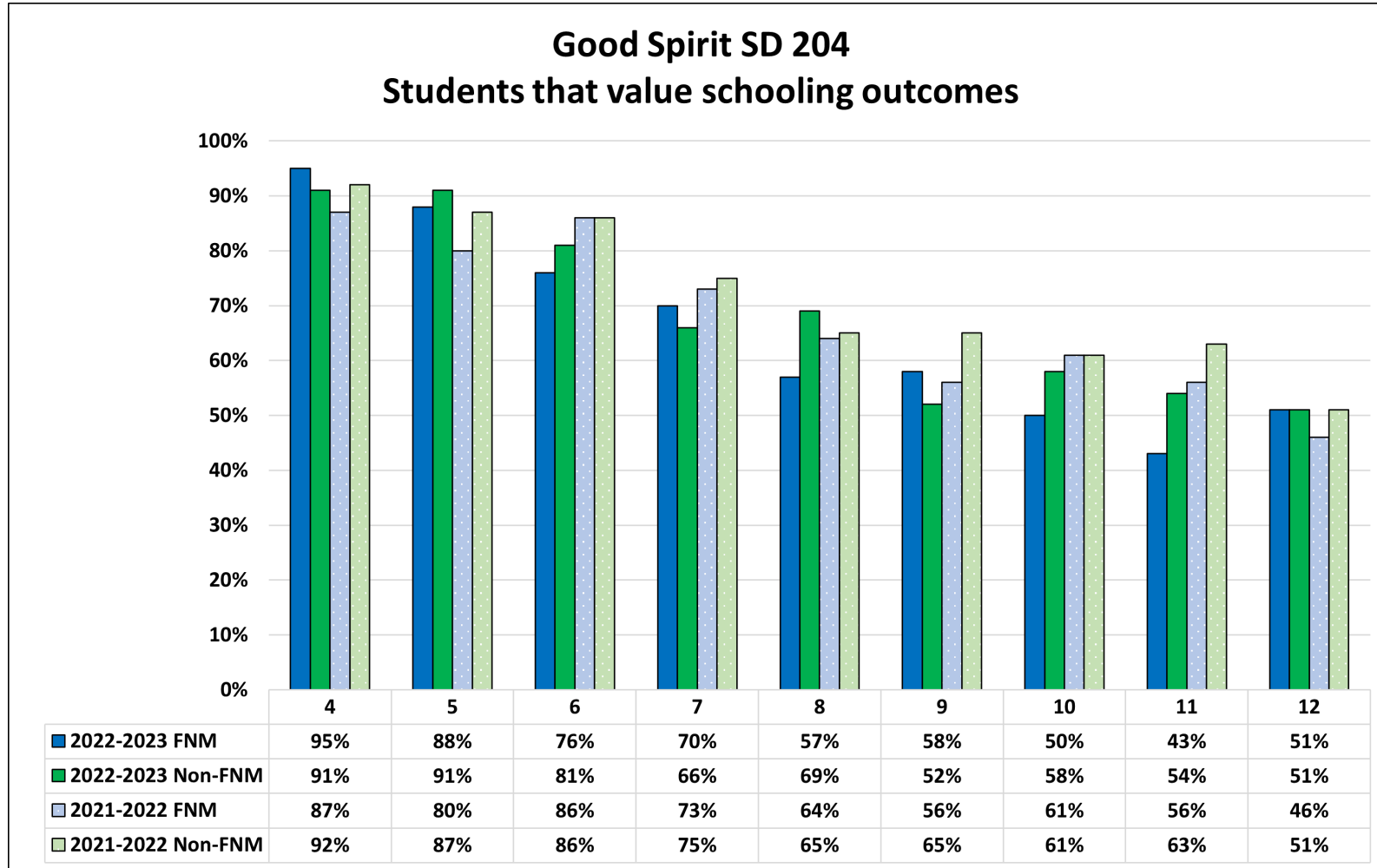


	4	5	6	7	8	9	10	11	12
2022-2023 FNM	82%	73%	72%	75%	67%	69%	71%	75%	65%
2022-2023 Non-FNM	83%	83%	85%	81%	76%	77%	77%	78%	83%
2021-2022 FNM	68%	73%	76%	65%	70%	71%	69%	65%	61%
2021-2022 Non-FNM	85%	83%	84%	84%	78%	79%	80%	78%	70%

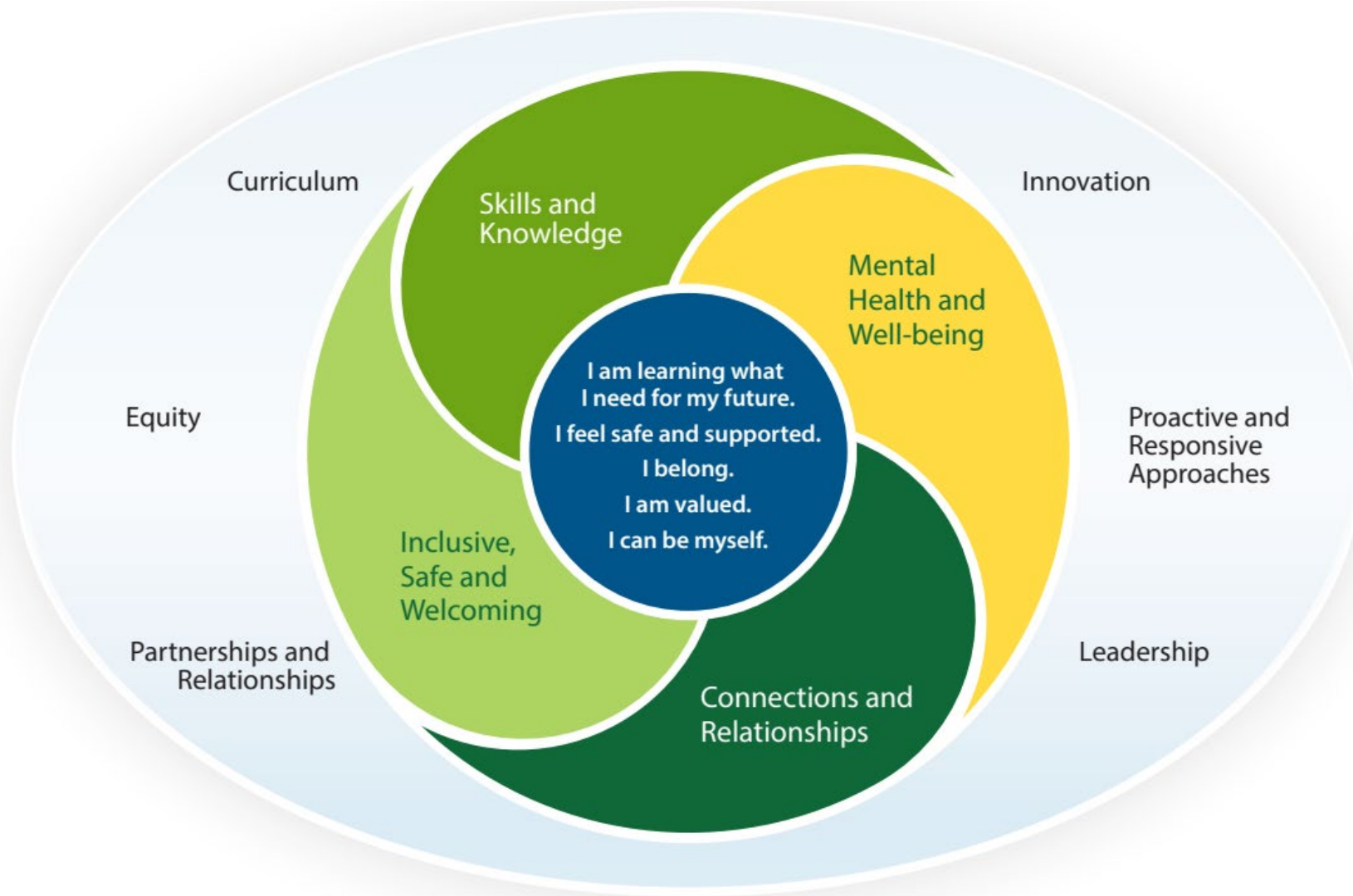
2022/23 GSSD Data



2022/23 GSSD Data



Provincial Education Framework and Goals



Saskatchewan students will be supported to experience a positive sense of belonging and connection while feeling safe in their schools.

1. This work will create **common language** so that students, parents, teachers and administrators can **speak openly and clearly** about mental health and well-being.
2. School systems will work to **share effective practices** and **develop a planning tool** to make a difference at the local level for the benefit of more students.

GSSD FRIENDS Team:

Twila Seeley
SC South

Amber Wawryk
SC Central

Kim Unterchute
Psychometrist
South

Grade 1:

Outcome: USC1.3 (Health) Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.

Outcome: USC1.5 (Health) Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment.

Outcome: PA1.1 (Social Studies) Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.

Outcome: PA1.2 (Social Studies) Analyze the causes of disharmony and ways of returning to harmony.

Grade 4

Outcome: USC4.2 Illustrate how both traditional healing (including First Nations and Métis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).

Outcome: USC4.3 Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.

Outcome: USC4.6 Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).

Outcome: AP4.1 Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

Grade 6

Outcome: USC6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

Outcome: USC6.2 Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

Outcome: USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

Outcome: USC6.5 Analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact on the identities and the well-being of self, family, and community.

Tier 1 Interventions

The GSSD team has been working on connecting MH to curriculum and supporting staff with this.



Tier 1 Interventions

Mental Health Capacity Building

- Good Spirit School Division is one of 7 school divisions awarded this program to date. Then the rest about the program expanding in Saskatchewan.
- The Government of Saskatchewan plans to expand this program so that every school division has one MHCB school. They will do this under the Mental Health and Addictions umbrella.



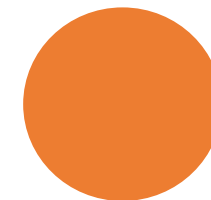
Tier 1 Interventions

Parental Engagement

- EDSBY
- Newsletters
- Seesaw
- Coffeehouse
- Grandmother's Tea
- Paint nights

Tier 2 Interventions

- We applied for the MoE grant and received \$10,000 to provide Mental Health First Aid (MHFA) training for up to 25 staff members.
- Michelle will also work with several MH20 classes throughout the division (Esterhazy/Melville who access this for grade 11 students).
- Partnerships between SHA Mental Health/CTTCS/GSSD have been developed to provide these education sessions within the community.



Tier 2 Interventions

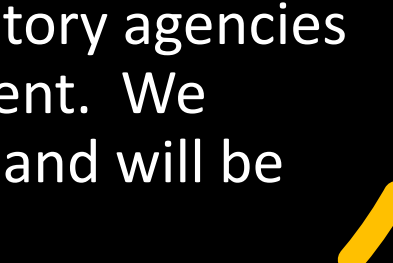
- MHFA First Nation training will be offered to all ISSL's, ICW's, advocates, and administrators from December 4-5



Key outcomes

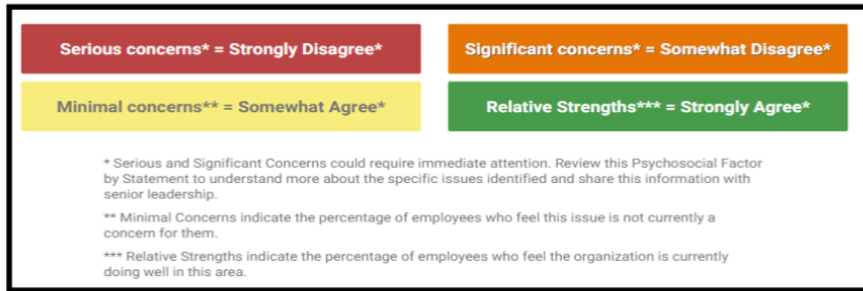
- Increase awareness of the signs and symptoms of the most common mental health problems
- Increase awareness of the pathways to recovery
- Increase confidence and skills to help those developing a mental health problem or in crisis

Tier 3 Interventions

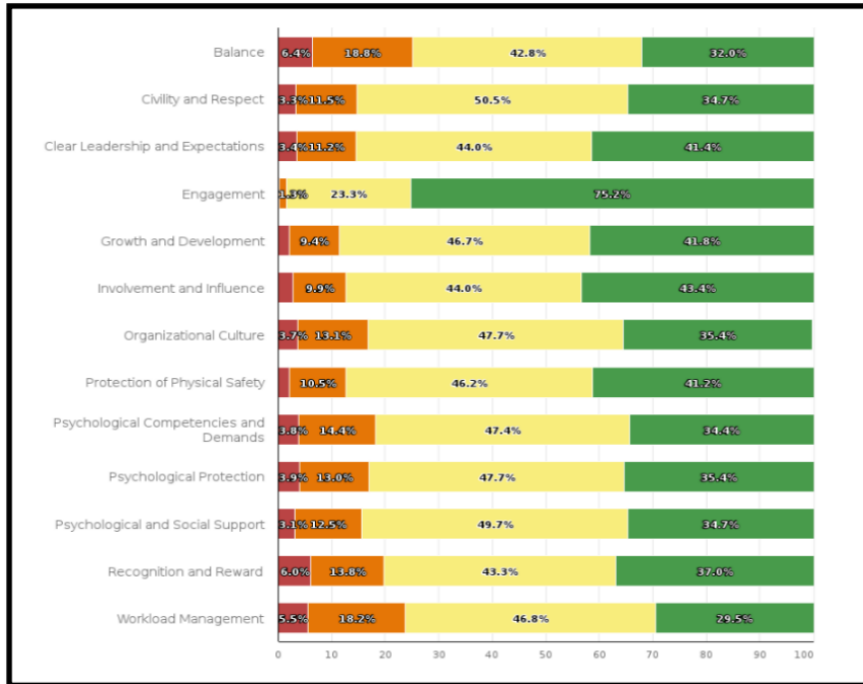
- School counsellors will be updating **Applied Suicide Intervention Skills Training (ASIST)** over the next two years to support students who have suicidal thoughts/plans.
 - **Violent Threat Risk Assessment (VTRA)** is an evidence based, Trauma-Informed, therapeutic mental health model of supporting students. GSSD is a signatory of the City of Yorkton CTASP Protocol (Community Threat Assessment and Support Protocol) and currently has 5 staff members that are Level 1 trainers that collaborate with other Yorkton agencies (CTTCS, SHA, Suncrest College, RCMP) to train staff at all Yorkton and area signatory agencies in Level 1 Violent Threat Risk Assessment. We provided training October 23 and 24th and will be providing this again in February.
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Well at Work

Themes & Findings of the Guarding Minds Survey & Interviews



Overall GSSD Data - Balance (25.2%) & Workload Management (23.7%) would be a significant risk



Taking the Next Steps



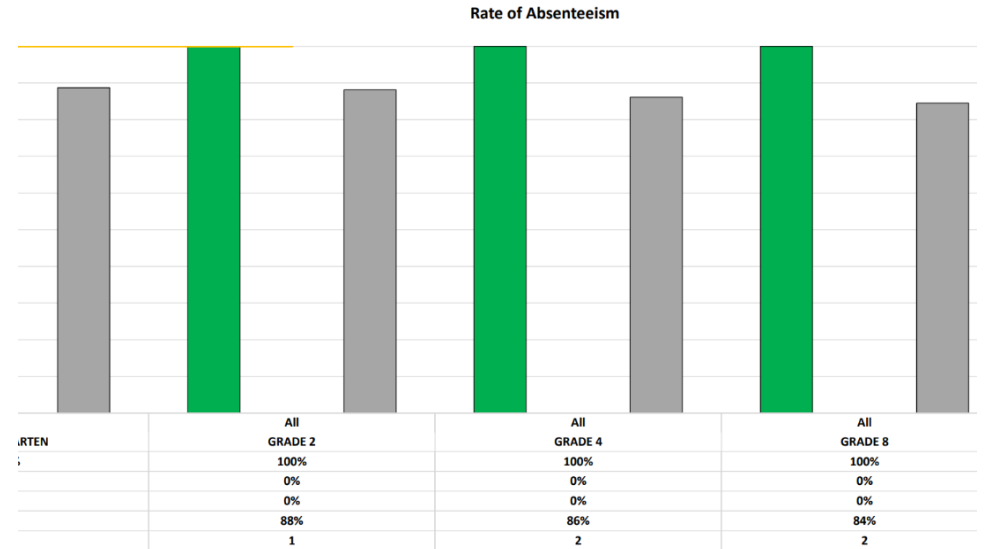
Once you have reviewed your Well at Work *Deeper Dive* report, it can be difficult to know where to begin. Below we've outlined a few first steps to consider. While these are all things you can do independently, we're happy to help you with them.

Overview	What it Could Look Like	Addresses
1. Communicate the Division's commitment to all employees	<ul style="list-style-type: none"> Commitment statement from division leadership and Board Facilitated process to engage employees in findings from Advisor report & Guarding Minds survey Ways that Well at Work could support these efforts: <ul style="list-style-type: none"> Drafting of a commitment statement Materials preparation for employee engagement Facilitation guide for principals The process for gathering feedback 	<ul style="list-style-type: none"> Communication Employee voice Systemic and strategic approach to workplace wellbeing
2. Creation of a wellness plan	<ul style="list-style-type: none"> Comprehensive wellness plan developed by Wellbeing Committee informed by findings from Advisor report and Guarding Minds survey. Ways that Well at Work could support these efforts: <ul style="list-style-type: none"> Design and/or facilitate a priority-setting process Support for wellness plan development and drafting 	<ul style="list-style-type: none"> Policy and strategic plan Employee voice Communication
3. Start a process to understand and address workload issues	<ul style="list-style-type: none"> Role-based working groups, starting with school administrators, <u>that</u> explore practical ways to address workload issues. The initial focus would be on issues/irritants that can be addressed quickly. Develop and implement a policy/guideline addressing after-hours/weekend use of email. Ways that Well at Work could support these efforts: <ul style="list-style-type: none"> Guidance on the process used for working groups Facilitation support for working group sessions Support development of email policy 	<ul style="list-style-type: none"> Workload management and balance Employee voice
4. Support getting started	<ul style="list-style-type: none"> Well at Work Advisors can provide ongoing or periodic support to facilitate your workplace wellbeing efforts. 	<ul style="list-style-type: none"> All areas

For more information on how Well at Work can support your next steps, contact Kim Weatherby (wellatwork@edcan.ca) or Pam Rannelli (p.rannelli@shaw.ca).

Data Collection

- OurSchool
- SOS Q
- Well at Work data
- Attendance

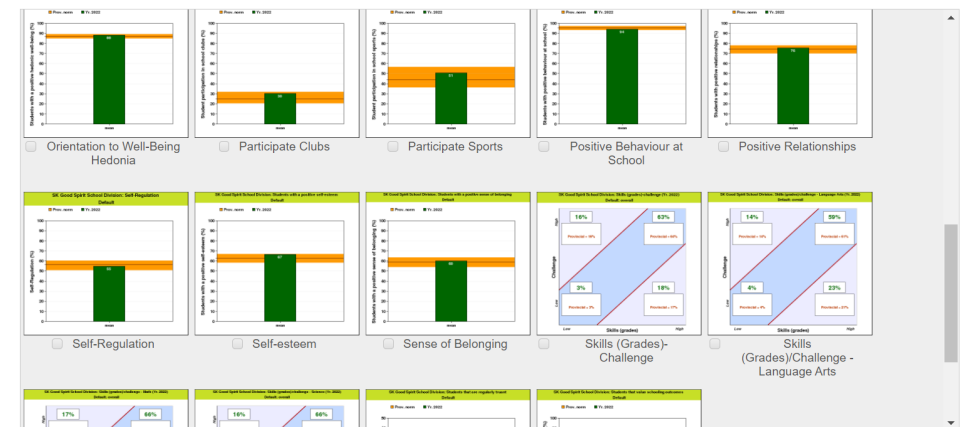


Change Scrapbook: SK Good Spirit School Division: 2022/2023 OurSCHOOL Secondary School Survey (11-07-2023)

Group: All

Select All

Add More Charts



Questions

A 3D rendering of a field of dark grey question marks. One question mark in the center is bright yellow, standing out from the rest. The question marks are scattered across the frame, creating a dense, textured background. The lighting is soft, highlighting the three-dimensional nature of the characters.