



INDIGENOUS EDUCATION ADVISORY COUNCIL

Thursday, September 19, 2019, 6:00 pm

Gloucester High School

2060 Ogilvie Road

Ottawa, Ontario

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INDIGENOUS EDUCATION ADVISORY COUNCIL REPORT

Thursday, May 16, 2019, 6:00 pm
 Gloucester High School
 2060 Ogilvie Road
 Ottawa, Ontario

Attendees Present Sytukie Joamie, Raiglee Alorut, Inini McHugh, Nina Stanton, Anthony Debassige, Jo VanHooser, Romaine Mitchell, Junior Ittusardjuat, and Jesse Paypompee-Kavanaugh.

Staff Present Superintendent Dorothy Baker, Vice-Principal Jody Alexander, Student Support and Re-engagement Coordinator Kris Meawasige, Instructional Coaches Kareena Butler and Nancy Henry, and Committee Coordinator Amanda Rock.

1. Opening

Vice-Principal Alexander called the meeting to order at 6:14 p.m. Student Support and Re-Engagement Coordinator Meawasige led a smudge and Raiglee Alorut singing an opening song. Sytukie Joamie gave an opening prayer.

2. Approval of the 18 April 2019 IEAC Minutes

The minutes of the IEAC meeting of 18 April 2019 were approved with the following additions:

Sytukie Joamie advised that students enroll in French courses when they arrive from the Inuit Nunangat. He stressed that their focus should be to learn the English language with regard to page three of the IEAC 18 April 2019 report. He added that it would be beneficial for students to have the choice of learning in the Inuktitut language. Superintendent Baker advised that she has been discussing this issue with Romaine Mitchell from the Ministry.

Jo VanHooser added that the District's students may enroll in many different language courses and that Inuktitut ought to be a course offering. Students should have the choice to learn their primary/cultural language.

3. Identity-Based Data Collection Update

Superintendent Baker updated the IEAC on the identity based data collection.

She noted the following:

- The District is currently planning student focus groups followed by parent/community groups;
- An external facilitator has been arranged for all groups;
- The student focus group will be held on 31 May 2019 which will include five students from each secondary school site;
- The student focus group for First Nation, Métis, and Inuit students will be held at a separate venue;
- The feedback questions will be changed based on the community's input;
- The District will be taking a strength-based approach in asking the feedback questions and to identify barriers that exist;
- Parent and community meetings will be held on 06 June and 11 June 2019;
- The community partners who attended previous meetings made a commitment to have an ongoing relationship with the District for the identity based data process;
- The District needs everyone's contribution to the parent and community feedback; and
- The identity-based data collection process will be a standing item on the IEAC agenda.

4. Strategic Plan 2019-2023 Update

Superintendent Baker shared that the District is developing the new 2019-2023 Strategic Plan and noted the following:

- Extensive consultation with community groups has been completed to review the draft strategic plan;
- Learning, a culture of caring and equity, social responsibility and the environment were topics of interest for many parents and community members;
- The 2019-2023 Strategic Plan has goals that are tied to three cultures: Culture of Caring, Culture of Innovation, and Culture of Social Responsibility;
- The goals of the Strategic Plan are outlined for students, staff, and the system;
- The IEAC is encouraged to provide feedback on the draft strategic plan; and
- The work listed in the draft strategic plan is not an exhaustive list. The District has outlined high-level objectives that will include many initiatives.

Superintendent Baker advised that she will share a link with the IEAC to provide feedback on the 2019-2023 Draft Strategic Plan:

<https://ocdsb.ca/cms/One.aspx?portalId=55478&pageId=18797344>

During the discussion, the following points were noted:

- The IEAC indicated that the document is concise and detailed; and
- The Black community currently attends the Advisory Committee on Equity meetings.

Superintendent Baker shared that the District's intention is to connect the new Strategic Plan directly to schools and classrooms.

5. Standing Recommendations

Vice-Principal Alexander recalled that a student member urged the OCDSB to act on the recommendations made by the IEAC. She noted that next year's goals for the IEAC will be submitted to Romaine Mitchell, from the Ministry of Education, and will be in the Board Action Plan.

She noted the following as priorities:

- Safe spaces for Indigenous students;
- Continuing learning/training with educators as often as possible; and
- Student-led presentations.

Instructional Coach Henry shared that one student-led presentation was held with more planned in the future. Students will typically be presenting to younger peers imparting their knowledge about Indigenous culture. She added that there is an interest from a few students who want to present to staff for staff cultural awareness. The format of the presentations is nearly finalized however it has been challenging to have at staff meetings due to Ministry mandated agenda items for compulsory staff meetings.

Instructional Coach Butler shared that four of the District's Indigenous youth were invited to Curriculum Services to share their voices with the Indigenous Education Team.

Superintendent Baker shared that a half day of professional learning for all staff will be focused on Indigenous education next year.

In response to a query, Romaine Mitchell advised that most post-secondary institutions (teacher's college) have a requirement to complete one course in Indigenous Studies. Some university programs are trying to recruit students in Indigenous Studies into Master's programs.

Sytukie Joamie commented that the Indigenous people have always had to learn about other cultures.

Mr. Mitchell noted that societies can co-exist together in a realm of mutual respect. Some of the most enriching places to go are places of worship. He added that when the Indigenous people have ceremonies with attending guests they offer a hand of friendship to them with the hope that others will honour them. Mr. Joamie added that it is still a choice to participate in the national anthem.

6. Board Action Plan Update

Vice Principal Alexander noted that the following standing recommendations have been moved to the Board Action Plan to be working on with the Indigenous Education Team:

- Safe spaces for Indigenous students;
- Leverage data from community partners;
- Leverage technology to connect Indigenous youth; and
- Conduct supported student-led presentations at schools across the District.

7. IEAC Annual Report

Vice-Principal Alexander shared the draft IEAC Annual Report that was drafted by Monique Manatch and herself. It outlines the work that the IEAC has completed this year as well as its role, recommendations that have come forward, highlights, and next steps going forward for the 2019-2020 school year.

Vice-Principal Alexander and Superintendent Baker noted the following:

- The IEAC is encouraged to provide their feedback on the draft IEAC Annual Report;
- The IEAC recommends that the District consider setting equitable hiring practices as a priority; and
- Intentional hiring practices may be a transparent strategy rather than a written policy.

Romaine Mitchell shared that some school boards have elders employed on a contract/retainer basis.

In response to a query, Romaine Mitchell stated that staff self-identification is an issue that is being discussed at the Ministry level.

In response to a query, Superintendent Baker advised that the 2019-2023 Draft Strategic Plan has not yet been approved.

Mr. Joamie noted that the most difficult thing is to implement change. He explained that the Nunavut government would like 85 percent of its employees to be Inuit but substantial efforts have not been made to make this a reality. He stressed the educators working in the schools are the people who need to be

representative of the students who they serve. Mr. Mitchell noted that the only constant is change. There is currently an entire Ministry focused on Indigenous Education. He submitted that the structure of Indigenous Education is still in its infancy in terms of being incorporated into all subject areas.

In response to a query about the draft Strategic Plan, Superintendent Baker advised that there is language regarding a desired outcome of a “more representative workforce” with the intention being across all employee groups.

Vice-Principal Alexander requested feedback on Key Next Steps of the IEAC Annual Report and the following was provided:

- Students should be included in the first next step;
- The Key Next Steps noted in the IEAC Annual Report are activities intended for the IEAC to undertake next year; and
- The Key Next Steps may be recommendations to the Board in the future.

Vice-Principal Alexander advised that a smudging protocol is about providing guidelines to schools to give opportunity to students to smudge. She shared that she has reviewed protocols from other Districts. The draft still needs to be reviewed by the OCDSB Facilities Management.

Raiglee Alorut expressed concern over the language used in the IEAC Annual Report's recommendations.

The following feedback was noted:

- The IEAC Annual Report should identify who "we", "them" and "their" is;
- Some of the recommendations are already being implemented; and
- Different cultures have different ways of identifying how the 2SLGBTQ+ community is respected.

Vice-Principal Alexander requested that if anyone has any other comments to share in the near future as the report will be presented to the Committee of the Whole on 04 June 2019.

8. Closing

Vice-Principal Alexander advised that the 16 May 2019 meeting is the IEAC's last meeting of the 2018-2019 school year. She encouraged members to participate in a final sharing circle, with respect to their experience with IEAC this year.

Romaine Mitchell offered a closing prayer.

Instructional Coach Henry shared that she will not be in her role next year. She thanked the IEAC for sharing their thoughts and experiences.

Superintendent Baker shared that Ms. Henry will be the new Vice-Principal at Ridgemont High School next year. Mr. Joamie extended his thanks for her work and her kindness as a human being.

The meeting was adjourned at 8:11 p.m.



MEMORANDUM

Memo No. 19-072

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Peter Symmonds, Superintendent of Learning Support Services

DATE: 24 May 2019

RE: **Draft Mental Health Strategy**

In 2011 the Province of Ontario released “Open Minds, Healthy Minds” Ontario’s Comprehensive Mental Health and Addictions Strategy. This multi-ministerial strategy was designed to create a more integrated and responsive system of care. Through the Ministry of Education’s commitment, there has been an increased focus on mental health in school districts. The foundation of this work is the development, implementation, tracking and monitoring of a Mental Health and Addiction Strategy.

The first Ottawa-Carleton District School Board (OCDSB) Mental Health and Addiction Strategy was developed in 2014. The strategy was based on input from focus group and resource mapping involving various stakeholder groups, with priorities being identified in three areas (i.e., organizational conditions, capacity building and evidence-based mental health promotion and prevention programming), which were identified by the Ministry of Education and the provincial implementation team, School Mental Health ASSIST.

The District is currently developing a new Mental Health Strategy for 2019-2022. For the current strategy, six priority areas have been identified that align with the provincial work of School Mental Health Ontario (formerly School Mental Health ASSIST). These are:

- Organizational conditions;
- Capacity building;
- Evidence-based mental health promotion and prevention programming;
- Supporting specific populations;
- Enhancing system coordination; and
- Youth engagement.

To begin work on the new strategy, a District steering committee was struck in the spring of 2018. The committee is comprised of central staff, administrators from both elementary and secondary schools, federations representatives and a parent representative. To date, the work of the steering committee has involved reviewing the previous strategy, providing input into data collection and reviewing provincial and local data in order to guide the development of the strategy. Data was collected in various forms from a range of

stakeholders, including focus groups with professional staff, parents and students, and a mental health staff survey.

Based on a review of the data and input from the steering committee, a draft strategy has been developed (see Appendix A). We will be building a diverse working team representative of the full diversity of our school population. At this point we are seeking feedback from the perspective of various advisory committees.

If you have any questions or concerns, please contact Peter Symmonds at peter.symmonds@ocdsb.ca or at 613-596-8254.

cc Senior Staff
 Manager Board Services
 Special Education Advisory Committee
 Corporate Records



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

OCDSB Mental Health Strategy

2019 – 2022



DRAFT

INTRODUCTION

At the Ottawa-Carleton District School Board (OCDSB), we understand that mental health and well-being are fundamental to student success and affect academic achievement as well as social and emotional development.

The OCDSB Mental Health Strategy (2019–2022) builds on the previous strategy. It is informed by provincial and local data and OCDSB staff, student and parent voices. The Mental Health Strategy continues to focus on building and sustaining mentally healthy schools through capacity building for staff, meaningful youth and parent engagement, and collaboration with community partners following an evidence-based, tiered approach to intervention to support students. The Strategy aligns with the OCDSB 2019–2023 Strategic Plan in its commitment to building and sustaining safe, caring, inclusive classrooms where diversity is recognized, respected and celebrated, and where every student knows they matter and feels they belong.

The priority areas identified by School Mental Health Ontario include: organizational conditions, capacity building, evidence-based mental health promotion and prevention, specific populations, system coordination and youth engagement. These priority areas are embedded in the OCDSB Strategic Plan's Culture of Innovation, Culture of Caring and Culture of Social Responsibility.

UNDERSTANDING MENTAL HEALTH

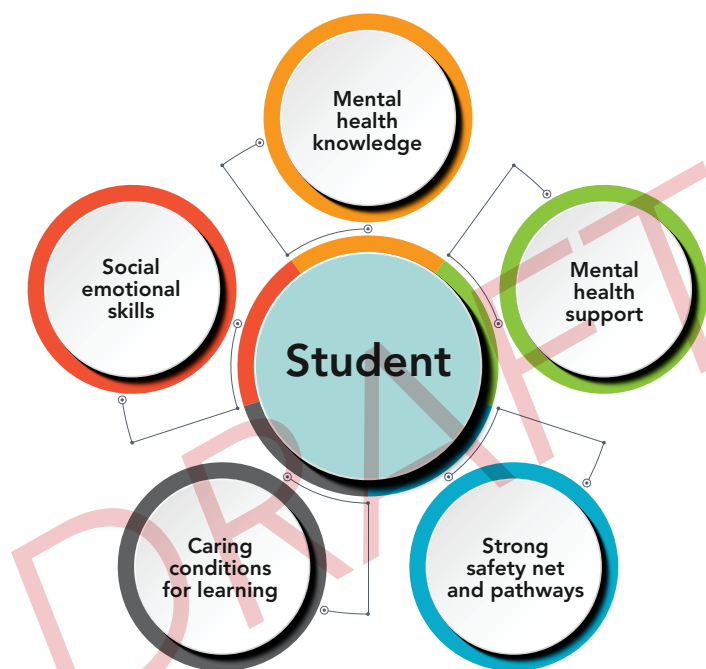
The concept of mental health is perceived and understood differently across cultures. In some cultures, mental health is considered living a good life. In others, it is linked with physical health, while in others there is no equivalent language for mental health. For the purpose of this Strategy, we will use the World Health Organization's definition, where mental health is described as: "A state of well-being in which every individual realizes their potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community". The Public Health Agency of Canada (PHAC) adds that: "Mental health is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity social justice, interconnections, and personal dignity" (PHAC 2006). In other words, mental health is about being able to enjoy life in a meaningful way, to flourish and thrive, and to cope with challenges when they arise. Mental health is a **positive** concept.

Mental health is influenced by a combination of biological (genetic factors) and life experiences. These life experiences, known as social determinants of health, impact mental health as **protective or risk factors**. Academic success/achievement, safe housing, supportive relationships, sense of belonging, opportunities for meaningful engagement and healthy coping skills are examples of **protective factors**, while social exclusion, trauma (including intergenerational trauma), poverty, disability, unemployment, historic and systemic marginalization for example, are **risk factors**, which can lead to higher rates of mental health challenges. It is also important to consider mental health and mental illness as two separate, but interconnected, concepts. For example, people with diagnosed mental illness (e.g., depression, schizophrenia, anxiety) can enjoy good mental health by managing their symptoms, leading a productive life including forming positive relationships with others. Similarly, people without a diagnosed mental illness may be dealing with poor mental health if they are struggling to manage their emotions, feeling isolated or disengaged, and have limited coping strategies.

APPROACH TO MENTAL HEALTH & WELL-BEING AT SCHOOL

Schools are ideal settings to promote mental health & well-being. Not only can educators provide an engaging, caring and inclusive classroom environment to foster a sense of belonging, support the development of social emotional skills, but educators can also notice when students are experiencing difficulty and facilitate access to care.

What students need to build and sustain mental health is reflected in the model developed for the School Mental Health Ontario (formerly School Mental Health ASSIST) 2019: Action Plan. The model below illustrates the importance of setting caring conditions for learning. This is achieved by creating welcoming classrooms where diversity is recognized and respected. Students see themselves reflected in their environment and in the curriculum. Through this, students know they matter and have a sense of belonging. Educators support students to develop social emotional learning skills (e.g. self-awareness, self-regulation, positive relationships (social skills), problem solving, resilience, and to learn about mental health). The model also illustrates that students need educators who have the knowledge and skills to notice signs of emotional difficulty and to access appropriate MH Supports and Services. Clear, strong, culturally appropriate pathways to, from and through care in the community need to be understood and information needs to be available to parents/caregivers. This work is done with a focus on equity, as we continue to deepen our understanding of identity in supporting mental health.



* Adapted from School Mental Health Ontario Model (2019)

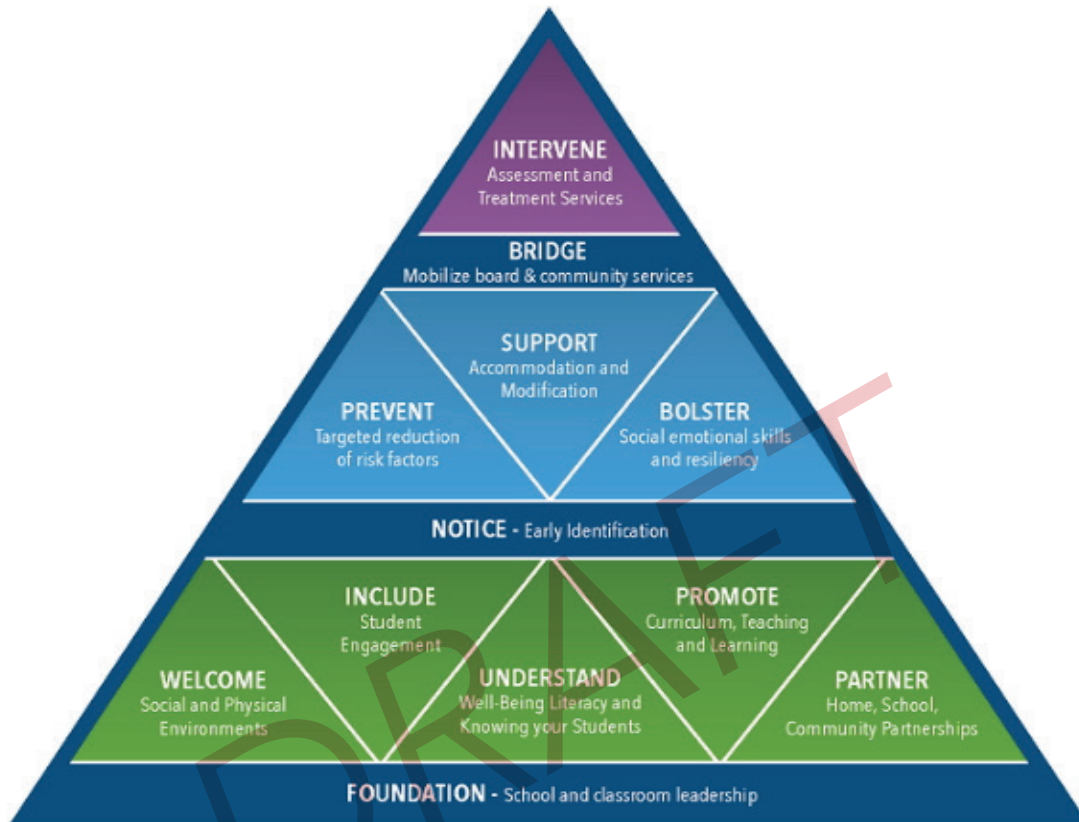
At the OCDSB, we provide a continuum of supports and services, following a tiered approach to intervention. This aligned and integrated model (AIM), developed by School Mental Health Ontario, ensures that students have access to the right level of support at the right time from the right service provider. The foundation focuses on universal mental health promotion that is good for all students. When educators **create** a welcoming environment, **include** student voice and leadership in the classroom, **promote** mental health and wellbeing, **understand** the factors that impact mental health, **know** their students and their students' needs, and **partner** with families and communities, students will feel safe, cared for, and included.

Some students will need additional, more targeted support to be successful in their learning and their social relationships. Educators can play an important role in early identification by recognizing signs of emotional difficulty. Skill building in areas such as resiliency, self-regulation, social relationships, and self-esteem, as well as accommodations (as needed) help to prevent further challenges.

A few students will require intensive mental health or crisis intervention and supports. In addition to school-based supports, such as psychologists and social workers, access to community resources may be important for these students.

Source: *School Mental Health Ontario

Aligned and Integration Model (AIM) for School Mental Health and Well-Being



VISION

Engaging, educating and empowering our students, staff and communities, and providing a safe, caring and inclusive learning environment that promotes student mental health, well-being and achievement.

VALUES:

At the OCDSB we value:

- Equitable and inclusive education to foster a sense of belonging
- Student voice to inform and guide our work
- Collaboration with our families in support of their children's mental health
- Our community partnerships
- Evidence-based and evidence informed approaches
- The vital role our staff play in promoting and supporting student mental health; and we are committed to deepening their knowledge, understanding and capacity to support all students while also recognizing and supporting staff well-being

STRATEGIC PRIORITIES 2019–2022:

CULTURE OF INNOVATION



Organizational conditions set the foundation to foster innovative approaches for evidence-based/informed, culturally relevant, and sustainable mental health practices in our classrooms and our schools.

STRATEGIES

- **Shared Language:**
 - » Continue to develop a shared understanding of factors, including identity, that influence mental health and the relationship between mental health, well-being and achievement
 - » Reinforce the use of non-discriminatory language that reflects respect and acceptance
 - » Communicate information related to mental health promotion in language that engages our diverse communities
- **Standard Processes:**
 - » Ensure clear descriptions of roles and services within schools
 - » Create and/or revise protocols related to identifying and supporting student mental health needs that include culturally responsive approaches
 - » Ensure that all staff know and follow the Board's suicide prevention, intervention and post-intervention protocol
- **Continuous Quality Improvement:**
 - » Identify success indicators to monitor progress and measure impact
 - » Use data to inform school improvement plans (well-being) and mental health action plans

DESIRED OUTCOMES

Students:

- Increased understanding of the difference between mental health and mental illness, and reduced stigma;
- Increased use of language that reflects inclusivity; and
- Clear understanding of the process to access support.

Staff:

- Enhanced sense of belonging, mental health and well-being through the use and reinforcement of non-discriminatory language;
- Embraced responsibility in supporting student mental health and well-being; and
- Understand and access the process to provide differentiated levels of support.

System:

- Increased understanding of all staff roles and responsibilities, processes and procedures in supporting student mental health & well-being in a culturally responsive manner;
- Clear understanding of protocols and pathways to care across all schools; and
- Evidence-informed quality improvements in mental health and well-being.

CULTURE OF CARING



To support a culture of caring, systematic and focused training is needed to help ensure that our staff, families and students have the knowledge they need to understand the factors that impact mental health and the resources to access a range of services to support the needs of students. This is achieved using evidence-based/informed, culturally responsive approaches that acknowledge the diversity and lived experience of our students and their families.

STRATEGIES

Staff:

- Build capacity across all OCDSB staff in equity and inclusive practice;
- Expand learning with administrators on creating and sustaining mentally healthy, inclusive schools;
- Together with Staff Wellness, promote staff well-being by sharing information related to personal resilience;
- Provide mental health literacy through professional development for all educator groups (Supporting Minds) and additional training for guidance counsellors and student success teachers;
- Provide opportunities for mental health expertise training for professional staff (Psychology & Social Work staff) on topics related to supporting the mental health of students with specific lived experiences and culturally responsive, evidence based intervention approaches;
- Continue to implement evidence-based programs including: Mindmasters2, Zones of Regulation, Collaborative Problem Solving, Kids Have Stress Too;
- Continue suicide prevention training using safeTALK and Applied Suicide Intervention Skills Training (ASIST) aligned with crisis prevention, intervention, postvention procedure;
- Continue training staff in Violence/Threat Risk Assessment (VTRA); and
- Seek opportunities to pilot and evaluate promising new practices and programs in collaboration with our community partners.

Parents:

- Provide presentations on mental health awareness (promoting mental health & well-being) and specific topics (e.g., stress and anxiety) for parents; and
- Explore authentic and meaningful engagement with our parent community to better understand our communities and reduce barriers to accessing mental health services with particular consideration for specific populations.

Students:

- Self-Identification will inform specific strategies;
- Together with Program & Learning support student learning in mental health through the Health & Physical Education curriculum;
- Establish a youth advisory on mental health to help identify areas of focus, and co-create mental health awareness activities and programs for youth;
- Together with Ottawa Public Health, implement *Youth Connections Ottawa*, a peer to peer wellness program in secondary schools; and
- Explore ways to engage elementary students in mental health awareness and promotion initiatives.

DESIRED OUTCOMES

Students

- Increased sense of belonging, positive relationships, and overall well-being;
- Improved social emotional skills and increased use of positive coping strategies; and
- Increased capacity to act with compassion, empathy and kindness towards others.

Staff

- Increased awareness and understanding of the factors (including identity) that impact mental health of our diverse populations;
- Increased capacity to promote mental health and well-being through caring and inclusive practices and evidence based programming; and
- Improved staff well-being.

System

- Increased knowledge and skill in supporting mental health, identifying and facilitating access to care across all schools; and
- Increased parental voice, knowledge and family engagement.

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CULTURE OF SOCIAL RESPONSIBILITY



Student mental health & well-being is a shared responsibility between home, school and community. Working with families and community partners to enhance supports to all students and facilitate access to community resources will help reduce barriers to accessing services, and ensure students are provided with the right service at the right time.

STRATEGIES

- Expand opportunities to collaborate with community partners to support mental health needs of Newcomers, immigrants, 2SLGBTQ+, racialized and Indigenous youth;
- Explore and expand best practices in supporting the mental health needs concurrent with student special education needs;
- Together with CAS, support students in care through the Joint Protocol for Student Achievement (JPSA);
- Explore best practices, together with community partners, in engaging chronically non-attending students;
- Collaborate with Rideauwood Addiction Services to ensure quality prevention and intervention services for students with substance use/abuse issues;
- Continue collaboration with Ottawa's Lead Mental Health Agency (Youth Services Bureau) to identify and address service gaps in the community;
- Expand school-based community partnerships through central partnership process; and
- Explore opportunities to enhance meaningful family engagement.

DESIRED OUTCOMES

Students

- Increased student engagement;
- Improved access to culturally responsive mental health services; and
- Improved mental health and well-being for vulnerable students.

Staff

- Increased understanding of the range of services available to support the needs of our diverse student population; and
- Increased understanding of service gaps in the community.

System

- Increased community partnerships;
- Increased effective collaboration with community partners to ensure a seamless circle of care; and
- Improved capacity to meet the mental health needs of students.

KEY PERFORMANCE INDICATORS (KPIs) TO MONITOR PROGRESS AND IMPACT

Performance indicators for the OCDSB Mental Health Strategy will be monitored regularly through:

- The annual reporting process for the District's Strategic Plan 2019-2023 (System);
- Annual action plans developed from the Mental Health Strategy (System);
- Work with other Departments (i.e. Curriculum Services and/or Human Resources) to gather data and implement methods to collect information related to student and staff mental health (Student);
- Learning Support Services will also continue to engage in ongoing evaluation of various mental health programs and services offered to staff and students across the District;
- School learning plans (well-being) (Student/Staff);
- Staff professional development (Staff);
- Student survey (Student).

KEY PERFORMANCE INDICATORS — ALIGNED WITH THE BOARD STRATEGIC PLAN — INCLUDE:

- School climate;
- Student engagement;
- Staff engagement;
- Parent engagement;
- Social emotional skills (e.g., self-awareness, self-regulation, social awareness, positive social relationships, and responsible decision making); and
- Academic achievement.

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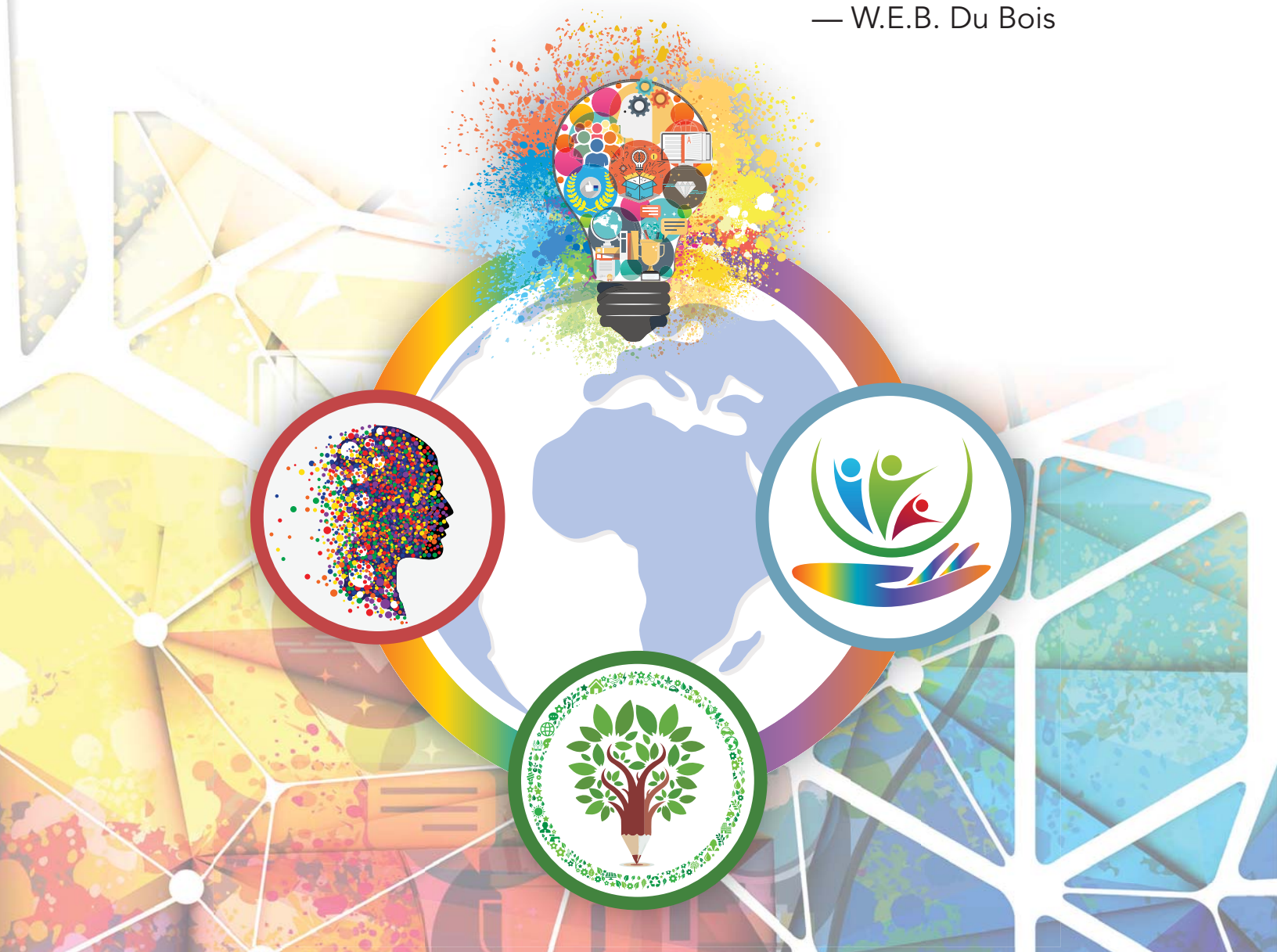


BUILDING BRIGHTER FUTURES TOGETHER

2019 – 2023 STRATEGIC PLAN

"Education must not simply teach work — it must teach life."

— W.E.B. Du Bois



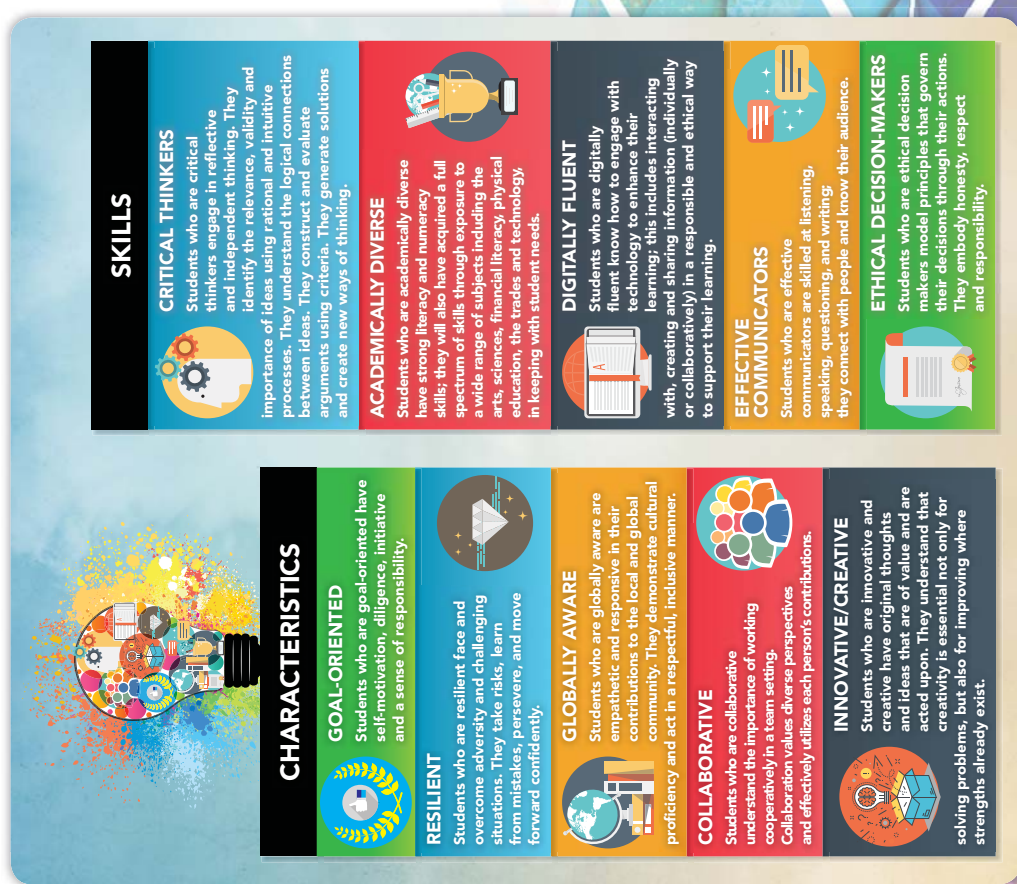
We acknowledge that our District is on unceded and unsundered Algonquin Territory, and we thank the Algonquin Nation for hosting us and recognize their enduring presence on this land.

Strategic Plan 2019–2023

Creating a culture of Innovation, Caring and Social Responsibility...

means ensuring our schools are welcoming places for all students and staff to engage, belong, learn, grow, explore and discover. From Kindergarten to Grade 12, our focus is to support student learning and well-being so that all students can develop the characteristics and skills they need to find success in the world. Our Exit Outcomes describe what we want for all of our learners.

With this in mind, our new strategic plan seeks to develop these characteristics and skills.



Educating for Success — Inspiring Learning. Developing Well-Being and Building Social Responsibility

Our goal was to create a simple, measurable and impactful plan that is meaningful to students, staff and community members. Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. This is achieved by ensuring our schools are safe, caring and respectful. We need to look forward and think about how our world is changing and ensure we are ready to respond to that change. With this in mind, we are excited that our new strategic plan has three key objectives — to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility.

To drive this cultural shift, we have established three goals for each objective — one with a student focus, one with a staff focus and one with a system focus. These goals are supported by strategies that will guide our work; outcomes that describe the change we want to happen; and key performance indicators that will help us to measure our progress.



Culture of Innovation

We will build a learning community where innovation and inquiry drive learning.

Our Goals:

- Champion high learning expectations for all students in all programs.
- Promote collaborative environments which foster innovation and creativity.
- Modernize instruction and administrative processes.



Culture of Caring

We will advance equity and a sense of belonging to promote a safe and caring community.

Our Goals:

- Prioritize the dignity and well-being of students in inclusive and caring classrooms.
- Champion and nurture a safe, caring and respectful workplace.
- Build authentic engagement with and among our communities.



Culture of Social Responsibility

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Our Goals:

- Remove barriers to equity of access, opportunity, and outcomes.
- Model responsible and ethical leadership and accountability.
- Foster progressive stewardship of the environment, and human and financial resources.



Culture of Innovation

We will build a learning community where innovation and inquiry drive learning.



Culture of Caring

We will advance equity and a sense of belonging to promote a safe and caring community.

OUR GOALS:

- Champion high learning expectations for all students in all programs;
- Promote collaborative environments which foster innovation and creativity; and
- Modernize instruction and administrative processes.

DESIRED OUTCOMES:

For Students

- Improved student achievement;
- Increased graduation success in all pathways;
- Increased sense of relevance and motivation for students;

For Staff

- Increased capacity to support personalization of learning;
- Increased leadership capacity; and

For System

- Improved business processes and efficiency.

STRATEGIES:

- Establish targets for student achievement;
- Provide professional learning and tools to support quality instruction and collaboration;
- Create conditions to support creativity, innovation and evidence-based practice;
- Modernize learning and enhance student experience; and
- Optimize resources and technology to modernize business processes.

OUR GOALS:

- Prioritize the dignity and well-being of students in inclusive and caring classrooms;
- Champion and nurture a safe, caring and respectful workplace; and
- Build authentic engagement with and among our communities.

DESIRED OUTCOMES:

For Students

- Improved equity of access, opportunity and outcomes;
- Improved student well-being;
- Enhanced student safety;

For Staff

- Improved employee well-being;
- Improved employee engagement;

For System

- Increased parent voice;
- Increased community partnerships; and
- More representative workforce.

STRATEGIES:

- Build system capacity in equity and inclusive practice to support education, engagement and reconciliation with historically marginalized groups;
- Provide learning opportunities and resources to support student well-being;
- Foster conditions to improve workplace safety and employee well-being;
- Enhance communications and develop mechanisms to build employee engagement; and
- Build system capacity to support parent and family engagement at the classroom, school and district levels.



Culture of Social Responsibility

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

OUR GOALS:

- Remove barriers to equity of access, opportunity, and outcomes;
- Model responsive and ethical leadership and accountability; and
- Foster progressive stewardship of the environment, and human and financial resources.

DESIRED OUTCOMES:

For Students

- Improved social and emotional skills;
- Increased student voice;
- Improved student behaviour;
- Reduced disproportionate representation;

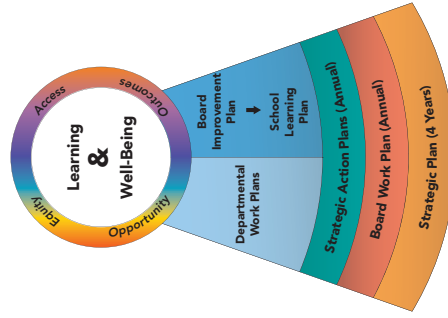
For Staff

- Improved leadership capacity;
- Improved employee engagement and recognition;

For System

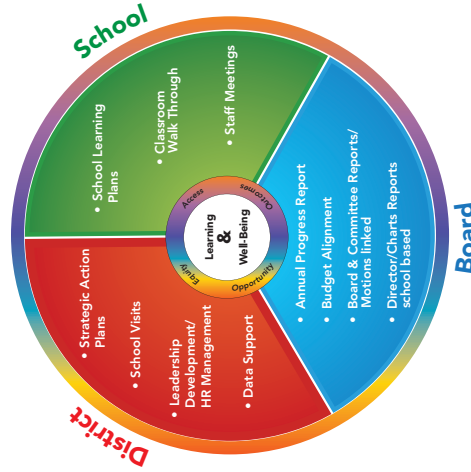
- Improved decision-making;
- Improved governance practices; and
- Improved environmental practice and reduction in greenhouse gas emissions.

How are we going to move this work forward?



The Strategic Plan sets a course for the next four (4) years. Annually, the Board adopts a workplan which establishes key dates for monitoring fiduciary responsibilities and progress on strategic priorities. The Director generates annual strategic action plans which lay out the key work, deliverables, timelines and anticipated progress on the strategic objectives. Expectations for student achievement are established in the Board Improvement Plan and schools set their annual goals based on these expectations in the School Learning Plan. The Departmental work-plans are companion pieces to the Strategic Action Plan and are developed to reflect how departmental initiatives, programs and the operational activities will be directed by the Strategic Plan objectives.

How will we monitor progress?



As a system, we have to monitor progress in the classroom, at the school level, at the District level and in the Boardroom. This creates a cycle of accountability. Some sample questions to guide our monitoring include:

1. Is there evidence of these priorities in schools, classrooms, and workplaces?
2. Is decision-making guided by the strategic priorities?
3. Are we creating conditions to promote a change in culture?
4. Do we see a disproportionate representation of students in programs, classrooms, and success/recognition activities?
5. How does the data/evidence inform our work?

Key Performance Indicators (KPIs)

Key Performance Indicators are used to measure change. The following KPIs include a mix of current data sources as well as some new data sources. For example, measuring student, staff, and parent experiences will require the collection of perceptual data. This type of data is an essential element of any strategy which seeks to effect change in culture.

The District currently collects and reports on student achievement data. Our capacity to differentiate data by group will expand with the collection of identity-based data. This includes the ability to generate disproportionality indices as a measure of progress in removing barriers and improving equity of access, opportunity, and outcome.

The KPI's will be reported on annually in a series of reports — one report on each of the three strategic objectives and in the Annual Student Achievement Report. This data provides the strategic overview necessary to support the Board's accountability.



Culture of Innovation

We will build a learning community where innovation and inquiry drive learning.

Key Performance Indicators:

- Graduation Rate
- Annual Certification Rate
- EQAO Results
- Achievement Gaps
- Parent, Student, Staff Experience (Annual survey data)



Culture of Caring

We will advance equity and a sense of belonging to promote a safe and caring community.

Key Performance Indicators:

- School climate (sense of belonging, bullying incidents, suspensions & exclusions)
- Employee engagement (absenteeism, respectful workplace incidents, workplace injuries, satisfaction)
- Student engagement (attendance, student voice)
- Parent engagement (participation, parent voice, representation)



Culture of Social Responsibility

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Key Performance Indicators:

- Social Emotional Skills (OECD study data)
- Leadership Diversity
- Disproportionality indices
- Environmental Stewardship (GHG emissions rate)