

ADVISORY COMMITTEE ON EQUITY

Thursday, January 23, 2020, 6:00 pm
Continuing Education - Library - Room C210
440 Albert Street
Ottawa, Ontario

			Pages
1.	Welcome	1 mins	
2.	Approval of the Agenda	1 mins	
3.	Community Voice (delegations)		
3.1	Maxine Adwella - National Collaboration for Youth Mental Health	10 mins	2
4.	Review of Advisory Committee on Equity Report		
4.1	28 November 2019	2 mins	4
4.2	Review of Long Range Agenda	5 mins	10
4.3	Action Tracking Report	5 mins	12
5.	Action/Discussion/Information Items		
5.1	ACE Membership	20 mins	
6.	Department Update		
6.1	Superintendent's Report	10 mins	
7.	Standing Items		
7.1	Identity-based Data Collection	5 mins	
7.2	OCDSB Mental Health Strategy 2019-2022	15 mins	14
8.	Committee Reports	10 mins	
8.1	Committee of the Whole		
8.2	SEAC		
9.	New Business	5 mins	
10.	Adjournment	1 mins	

Maxine Adwella

Executive Director, National Collaboration for Youth Mental Health

I plan to address existing gaps in mental health curriculum, learning environments for diverse youth, creating sharing opportunities for students through community organizations, additions to the healthy transitions curriculum and social inclusion as it relates to mental health.



ADVISORY COMMITTEE ON EQUITY REPORT

November 28, 2019

6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

Members: Elaine Hayles (Community Representative), Harvey Brown (Community Representative), Raigelee Alorut (Tungasuvvingat Inuit), Susan Cowin (Special Education Advisory Committee), Jean Goulet (Spiritual Care Group in Secondary Schools), Ruth Sword (Spiritual Care Group in Secondary Schools), Ryan Doucette (Young Leaders Advisory Council), Awad Ibrahim (University of Ottawa), Bob Dawson (Community Representative), June Girvan (Black History Ottawa), David Sutton (Community Representative)

Non-Voting Members: Rob Campbell (Trustee), Chris Ellis (Trustee), Dorothy Baker (Superintendent of Instruction), Jacqueline Lawrence (Equity and Diversity Coordinator),

Staff and Guests: Lynn Scott (Trustee), Riaz Mostaghim, Sue Rice (Equity Instructional Coach), Leigh Fenton (Board Committee Coordinator)

1. Welcome

Acting Chair Hayles called the meeting to order at 6:18 p.m. and acknowledged the meeting is taking place on unceded Algonquin Territory. She thanked the Algonquin Nation for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Harvey Brown,

THAT the agenda be approved.

Trustee Campbell requested the addition of ACE representation on the Advisory Committee for Extended Day and Child Care Programs under "New Business".

Moved by Harvey Brown,

THAT the agenda be approved, as amended.

Carried

3. Community Voice (delegations)

There were no delegations or expressions of community voice.

4. Review of Advisory Committee on Equity Report

4.1 24 October 2019

Moved by Ryan Doucette,

THAT the Advisory Committee on Equity report dated 24 October 2019 be received.

Carried

Mr. Brown noted that on folio 6, second bullet, there is reference to an "unconscious bias action plan". He requested that this plan be shared with the committee for information. Superintendent Baker explained that this was not a plan but a one-page form where principals might illustrate their own unconscious bias and through their own understanding, develop an action plan for themselves. She mentioned that she could share the framework of this exercise to strengthen committee awareness.

4.2 23 May 2019

Moved by Sue Cowin,

THAT the Advisory Committee on Equity report dated 23 May 2019 be received.

The following amendments were cited:

- On folio 12, bullet 5, the first sentence should read 'his' first high school; and
- On folio 12, bullet 8, the speaker's name is to be removed from the record.

Moved by Sue Cowin,

THAT the Advisory Committee on Equity report dated 23 May 2019 be received, as amended.

Carried

4.3 Review of Long Range Agenda

The long range agenda was provided for information.

Trustee Ellis requested the addition of the Board Improvement Plan for Student Achievement and Well-being (BIPSAW).

Diversity and Equity Coordinator Lawrence requested the addition of the Equity Measurement Reports. Superintendent Baker advised that these were specific reports tied to the previous strategic plan. For the 2019-2023 Strategic Plan, a new set of reports will be developed based on current goals. All reports with equity implications should be provided to ACE for discussion.

4.4 Motion/Action Tracking Report, Business Arising

The revised motion/action tracking report was provided for information.

5. Action/Discussion/Information Items

5.1 ACE Membership

Diversity and Equity Coordinator Lawrence assured the committee that the skills matrix of the candidates applying for membership on ACE will be circulated by email.

Committee membership determination is expected to be completed at the 23 January 2019 meeting.

6. Standing Items

6.1 Identity-based Data Collection

Superintendent Baker announced that the identity-based data collection survey "Valuing Voices – Identity Matters" will be open from 26 November to 13 December 2019. On the first day of the launch, 800 submissions were registered; however, it became evident that not all children within a family were being assisted to take the survey. The survey was then re-launched with new instructions to specifically invite parents and guardians of individual students to go through the exercise. Staff supported parents by phone to mitigate some technical difficulties. "Frequently Asked Questions" were added to the website. The District is advertising with CHIN radio, Ottawa's first multicultural radio station, to promote the completion of the student survey. The survey has been translated into six languages.

Superintendent Baker provided an update on current labour negotiations. The District is preparing for how to support students and parents in the event of the escalation of strike action. Should the teachers and education workers withdraw their services, school principals will help facilitate the completion of the surveys with the grade 7 and 8 elementary school students.

Diversity and Equity Coordinator Lawrence attended a workshop with the Ottawa Black Educators Network on 23 November 2019. The parent engagement session featured a discussion on the identity-based data collection survey. She reported that participants were impressed with the

level of detail captured in the survey. She also attended a meeting with the 613-819 Black Hub to deliver information on the survey and the community response was favourable.

Acting Chair Hayles urged the committee to engage their parent peers to respond to the survey with their elementary students. The message to the community must be that the data is important and the District is collating the data in a responsible way. Diversity and Equity Coordinator Lawrence acknowledged ACE for their strong encouragement in the identity-based data collection process and their commitment to the advisory role.

Acting Chair Hayles queried why ACE did not have an opportunity to review the questions in advance of the launch of the survey. Superintendent Baker responded that equity groups were heavily involved in the formulation of the questions through the opportunities that arose during community consultations. The final questions were not circulated to the advisory committees; however, at the 26 September 2019 ACE meeting, Executive Officer Michèle Giroux shared the types of questions with the committee during presentation of Report 19-081, providing an update on the identity-based data collection project. Superintendent Baker assured the committee that key findings will be presented to ACE for review and the presentation of data will seek to support the communities. An update on Identity-based Data Collection will be a part of the ACE long range agenda.

Mr. Doucette inquired about metrics for engagement and completion rate targets. Superintendent Baker will verify this information with the Research Evaluation and Analytics Division (READ).

6.2 Mental Health (update on motion)

Superintendent Baker advised that an update on the Mental Health Strategy will be presented to the Committee of the Whole (COW) on 21 January 2019. Trustee Ellis suggested that the ACE representative on COW be present at this meeting to speak to follow-up on the Committee of the Whole motion of 16 April 2018, regarding the evaluation of barriers to access mental health services and how the intent of the ACE recommendation is reflected in the current strategic plan. Acting Chair Hayles confirmed that both she and Mr. Brown are the interim representatives at COW. Superintendent Baker added that in the 26 September 2019 ACE meeting, the input ACE provided into the Draft Mental Health Strategy was incorporated into the final document.

7. Department Update

Superintendent Baker provided the following updates:

- The Ontario Secondary School Teachers' Federation (OSSTF) will be conducting a one-day walk out on 4 December 2019;
- The recruitment of two superintendents was successful and the names of those individuals will be announced on the District website;
- The selection process for school principals/vice-principals is complete; and
- The Rainbow Youth Forum, a student-led event, was celebrated on 14 November 2019. The annual event was replete with inspiring conversations.

Mr. Doucette commented that the reporting function on an event like the Rainbow Youth Forum is important, to ensure public awareness of the success of this representational event. He appreciated hearing Superintendent Baker's overview of the day. Superintendent Baker noted that a more fulsome written report is provided in the Diversity and Equity Measurement Report at the end of the school year.

Acting Chair Hayles shared that in the past student voices of the Indigenous, Black, and LGBTQ2SI have been invited to attend ACE and provide the committee with their perspectives on educational issues. She hopes that with the new ACE membership, this trend will continue.

8. Committee Reports

8.1 Committee of the Whole

Mr. Brown provided information on the following recommendations from the Committee of the Whole meeting of 19 November 2019:

- Committee of the Whole recommended that staff commence activities with a view to phase out the High Performance Athlete Program (HPA) at John McCrae Secondary School. Supplemental information was provided by staff in Memo 19-133, Status of the HPA Program. ACE recommended that this item remain on the ACE long range agenda as there will be community consultation on the matter; and
- A motion to reduce the number of monitoring reports on the amalgamation of Rideau High School and Gloucester High School was defeated. Supplemental information was provided by staff in Memo 19-125, Additional Information Regarding Transition Monitoring of the Gloucester-Rideau Amalgamation. ACE requested additional information on how this change has affected students and requested that this subject be added to the long range agenda.

9. New Business

Trustee Campbell extended an invitation from the Advisory Committee for Extended Day and Child Care Programs to have a voting representative from ACE join the Committee. Other voting representatives include five parents at-

large, one member from the Parent Involvement Committee (PIC), one member from the Ottawa-Carleton Assembly of Schools (OCASC), and one member from the Special Education Advisory Committee (SEAC). Trustees and staff are non-voting members. Parents and members of the community discuss matters associated with before and after school child care for children, and the Infant/Toddler Program (ITP). The nature of the discussions provides an opportunity for an equity lens, for example, access to the program and cost impacts for parents. He added that approximately 6,000 students are enrolled in the programs which are integrated with the regular school day.

Trustee Ellis noted that four schools in Zone 6 are on the RAISE index and do not have an extended day program. Some of these schools depend on the Boys and Girls Club to help provide after school care. The District cannot offer subsidies. He noted the importance of a representative from ACE to be a part of the discussions, on both Extended Day and Child Care Programs.

Ms. Rice announced the success of The Quest Indigenous Education and Equity conference held 20-22 November 2019 in Richmond Hill, Ontario.

Ms. Alorut announced Tungasuvvingat Inuit is hosting their Annual Christmas Gathering on 8 December at the Lansdowne Park Horticultural Building.

Trustee Scott thanked everyone around the table for their participation.

10. Adjournment

The meeting adjourned at 8:20 p.m.

Elaine Hayles, Acting Chair, Advisory Committee on Equity



ADVISORY COMMITTEE ON EQUITY (ACE)

Long Range Agenda

2019-2020

1. ACE Proposed 2019-20 Priorities in Alignment with Strategic Plan Goals (TBD)
2. Equity Professional Development (Ongoing)
3. ACE input into the 2020-2021 Budget (March 2020)
4. Equity Lens on Consultation: The Process of Reaching Communities (TBD)
5. Annual Student Achievement Reports (TBD)
6. Safe School Policy Consultation (TBC)
7. Educator Lived Experiences (TBD)
8. ACE Annual Report (May)
9. Board Improvement Plan for Student Achievement and Well-being (BIPSAW) (TBD)
10. High Performance Athlete Program (TBD)
11. Transition Monitoring of the Gloucester-Rideau Amalgamation (TBD)



Motion and Action Tracker

Meeting Date	Motion/Actions	Responsibility	Follow up/Action	Status	Completed
March 2019	<p>Original Motion: THAT the Board explore funding to support mental health through an equity lens especially for students who self identify as First Nations, Inuit and Metis and for male students of African descent.</p> <p>COW 16 Aril – Revised Motion</p> <p>A. THAT the Board direct staff to explore and report on funding to support mental health through an equity lens, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent, as amended.</p> <p>B. THAT the Board direct staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, especially for students who self identify as First</p>	D. Baker	<p>Staff directed to explore what is available for First Nations, Inuit and Met's and male students of African descent.</p> <p>Concerns reflected in Mental Health Strategy</p> <p>Intentional collaboration between Equity, Indigenous and Learning Support Services to identify and address issues.</p> <p>Exploring possibility of a metal health youth symposium.</p>	On going	

Meeting Date	Motion/Actions	Responsibility	Follow up/Action	Status	Completed
	Nations, Métis, Inuit and for male students of African descent, as amended.				
September 2018	Equity Lens on Consultation	J. Lawrence	TBC	Referenced in the 2019-2023 Strategic Plan	
	Follow up regarding how the Board can investigate anecdotal evidence that indicate high suspension rates of black students	D. Baker J. Oracheski	TBC	Identity-based data collection results to address.	
	Organizational Chart	D. Baker			Annual
May 2018	Listening and building capacity	Jacqueline Lawrence	Long range planning		Community Voice a standing agenda item. Completed
	Panel discussion with teachers to share their lived experiences	Jacqueline Lawrence	Long range planning		
April 2018	OCDSB Hiring Practices to build a representative workforce	Jacqueline Lawrence	Invitation to Human Resources Superintendent for 2018-2019 meeting		Referenced in the 2019-2023 Strategic Plan
March 2017	Educators' DEI Knowledge capacity to address world issues in classrooms	Jacqueline Lawrence	Long range planning		
September 2016	Equity Lens on Data Collection to support Graduation rates	Jacqueline Lawrence	Shared information with Research Team who then attended ACE meeting to discuss Achievement Report results	Ongoing	



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

OCDSB Mental Health Strategy

2019 – 2022



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.

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.

It is also important to understand the relationship between mental health and mental illness, because these terms are sometimes mistakenly used interchangeably. Although they are separate concepts, mental health and mental illness are interconnected. For example, people diagnosed with a mental illness (e.g., depression, schizophrenia, anxiety) can enjoy good mental health by managing their symptoms, leading a meaningful and 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.

Mental health is therefore influenced by a combination of biological factors and life experiences. Biological factors could include genetic predisposition. Life experiences can influence mental health in positive and negative ways. For example social inclusion, trauma, (including intergenerational and current trauma), poverty, disability, unemployment, historic and systemic marginalization or discrimination can have a negative impact on mental health and may lead to higher rates of mental health problems. However, connection to

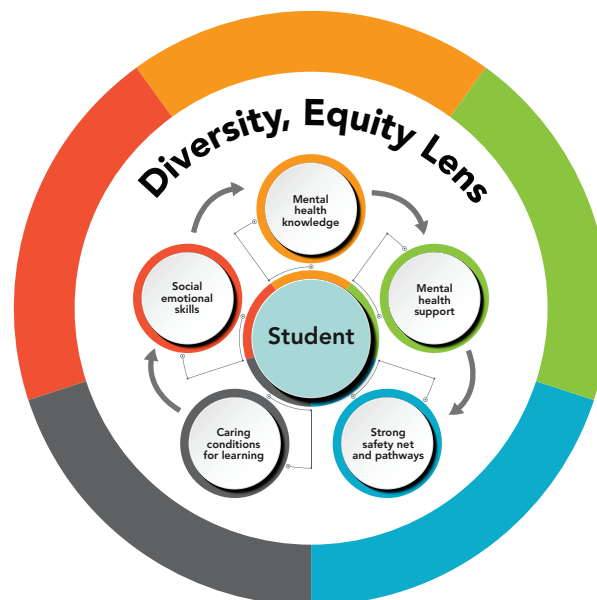
culture, sense of belonging, academic success/achievement, opportunities for meaningful engagement, supportive relationships and healthy coping skills contribute to support and foster student mental health and well-being.

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.

Student-centred approach to mental health through an Equity Lens

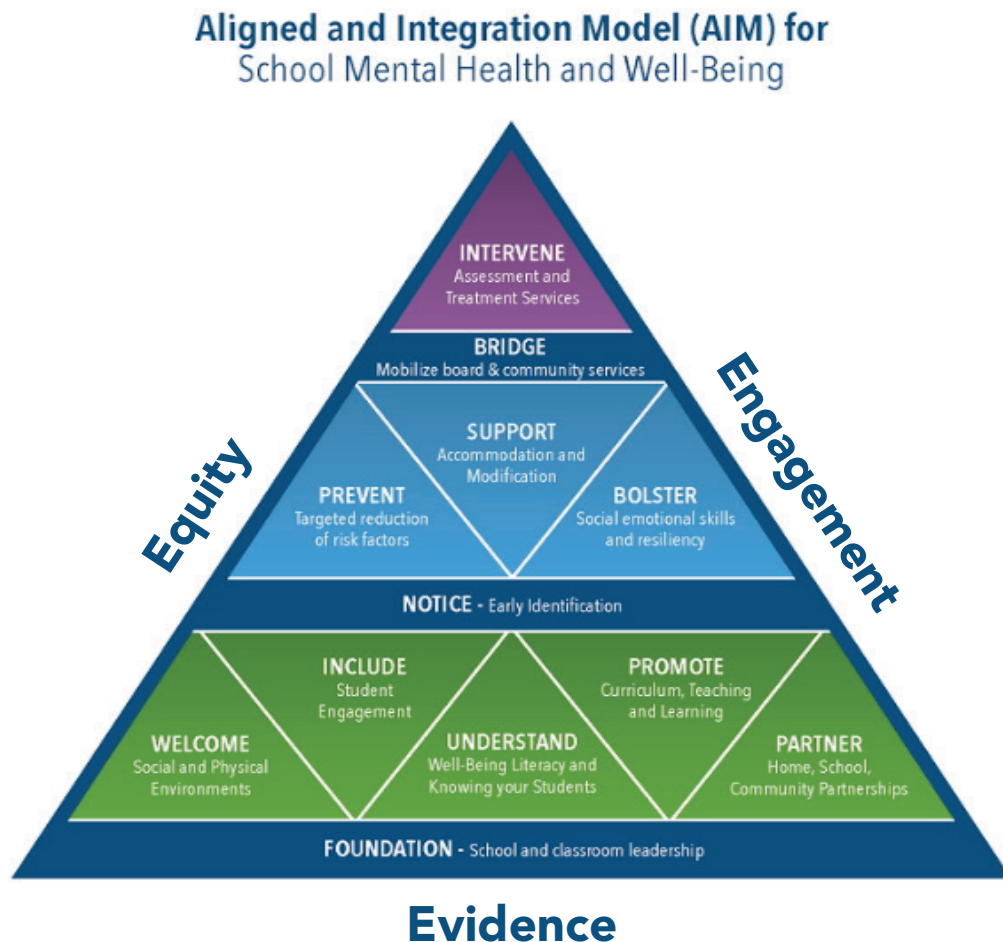


** Adapted from School Mental Health Ontario Model (2019)*

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

VISION

Engaging, educating and empowering our students, staff and communities, and providing a safe, caring and inclusive learning environment 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

- **Communication:**
 - » Develop a shared understanding of cultural, social, economic factors, that influence mental health and the relationship between mental health, well-being and achievement
 - » Reinforce the use of inclusive language that reflects respect
 - » Communicate information related to mental health promotion in culturally responsive ways to engage our diverse communities
- **Standard Processes:**
 - » Ensure clear descriptions of mental health workers roles and the range of services available in 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 procedure
- **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 inclusive 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;
- Provide mental health literacy through professional development for all educator groups using Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-Being, and other School Mental Health Ontario (SMHO) resources;
- Know students in the classroom to ensure their self identified identities are reflected in the classroom environment and in the curriculum;
- Provide opportunities for professional staff training (Psychology & Social Work staff) on:
 - » Topics related to supporting the mental health of students with specific lived experience
 - » 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 and violence prevention training (aligned with crisis prevention, intervention, postvention procedure) using safeTALK and Applied Suicide Intervention Skills Training (ASIST), Violence/ThreatRisk Assessment (VTRA) models; 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, attachment 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:

- Together with the Program & Learning Department, support student learning in mental health through the Health & Physical Education curriculum including the impact of substance use on mental health;
- 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 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.

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 pathways to culturally responsive 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 students from specific populations. For example:
 - » Indigenous students
 - » LGBTQ2S+ students
 - » Newcomers, immigrant students
 - » Racialized students
 - » Students experiencing income insecurity;
- Explore and expand best practices in supporting the mental health needs concurrent with student special education needs;
- Together with the Children's Aid Society (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 and Family Services and Ottawa Public Health to ensure quality prevention and intervention related to substance use/abuse;
- 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 engage in authentic and 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. Program and Learning Department and/or Human Resources) to gather data related to student and staff mental health (Student/Staff), for example:
 - » School learning plans (well-being) (Student/Staff);
 - » Staff professional development (Staff);
 - » Student survey (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.

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.

REFERENCES

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