



**ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION**

Leading Education's Advocates

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Response to the Ministry Consultation on the Well-being Engagement Paper

The Ontario Public School Boards' Association (OPSBA) represents public district school boards and public school authorities across Ontario, which together serve more than 1.2 million public elementary and secondary students. The Association advocates on behalf of the best interests and needs of the public school system in Ontario and is seen as the credible voice of public education in the province.

One of OPSBA's key multi-year priorities is The Whole Child and Student Well-Being and is founded on the belief that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively for the social, emotional, mental and physical well-being of all children and youth.

In 2009, an amendment to the Education Act regarding governance confirmed the legislative responsibility of boards of education to promote both student achievement and well-being. Since that time, school boards have been intentionally reviewing, developing, implementing and evaluating the progress of programs, supports, services and resources to promote and improve student well-being and mental health. School Mental Health ASSIST has been an integral support in these efforts.

The inclusion of well-being, as one of the discrete priorities designated within the Ministry of Education's Renewed Vision, was recognition of the importance and inextricable link between student achievement and well-being. OPSBA strongly supported this additional priority and viewed it as an essential underpinning to our collective work to support students and staff.

The feedback contained in this submission is based on input from teams comprising school board staff and trustees from OPSBA member boards and the OPSBA Education Program Work Team. Appendix A outlines the questions that were asked in our survey. The guiding principles/recommendations and subsequent summary sections for the survey represent a summary of the key themes aggregated from

the individual survey comments. The individual comments are also included for reference in Appendices B through G.

Guiding Principles and Recommendations

1. It is often said that students spend the majority of their time in school and as a result there is a tendency to automatically default responsibility to the school system to address many societal issues. Over time, this has resulted in a significant volume of well-intentioned initiatives/strategies and accountability frameworks for school boards to balance and for which they must demonstrate progress. There needs to be recognition of the current number of existing Ministry of Education initiatives relative to the timing of adding any new expectations.
2. To be successful, any additional direction to school boards regarding well-being cannot be viewed as another add-on within the system. Any change in direction or additional objectives regarding the well-being priority needs to be done in a planned, thoughtful way that is resourced, coordinated, integrated and explicitly connected to existing and future Ministry policies and programs. Well-being/mental health must become a universal underpinning and consideration that is integrated and interconnected with any existing or new Ministry initiatives/strategies.
3. There is a real opportunity to build on existing work in mental health and to integrate this work within the mental health strategy and action plan that already exists in every school board. Every effort should be made to leverage the work of mental health leaders who work in a multi-tier, cross-sectoral context. Aligning well-being models that have been built through Open Minds, Healthy Minds would be most beneficial – E.g. AIM that incorporates healthy schools, safe schools and mental health in schools and communities.
4. The Ministry should take stock, recognize and celebrate school board efforts over the past six years. There is an opportunity to share evidence-based practices already showing promise in order to leverage the most effective strategies across the province ensuring respect for local context. The diversity of our students, their families and communities across the province needs to be acknowledged and valued. This will effectively lead to differentiated approaches within a local context and active and authentic engagement of students, families and communities. By building on existing structures, programs, services and resources it will help school boards and communities to build an integrated and even stronger foundation for well-being.
5. It is very difficult to separate the definitions and constructs linked to mental health and well-being. Given the foundational mental health work that has been achieved in school boards through School Mental Health ASSIST, it would be beneficial to find a way to create an integrated and coherent definition, strategy and implementation model.
6. Well-being is complex and as such cannot be done in isolation by one group alone or led by one government ministry. Inter-ministerial collaboration tied to the social determinants of health will be crucial in coordinating efforts. To be successful a well-being strategy needs to incorporate an approach that reflects shared responsibility for every person who supports and cares for children and youth. This extends beyond school board personnel to include parents,

community partners and the government. Sustainable well-being will require all partners to recognize their individual and collective roles and assume responsibility for supporting children and youth well-being in school and in life.

7. Well-being is not something that we can mandate for students, rather we need to create the conditions that foster an individual's personal journey toward well-being.
8. Any measurement or assessment framework to determine progress should not be undertaken until there is clarity of what we mean by well-being and that we have an inventory of all the data sets and evidence-based programs, supports and services that are currently being utilized.
9. The focus should be on how well we are supporting the learning conditions in schools and school boards, rather than producing more individual student data. Existing data collected through the regular administration of the Ontario Child Health Study (OCHS) and the Health Behavior in School Aged Children Survey (HBSC) will provide the most reliable and valid student data and should not be duplicated or adapted to a less reliable/valid instrument.
10. The valuing of authentic voices, not just at this consultation stage, but throughout the implementation and review process, is critical to the long term success of this strategy.
11. Although the Ministry of Education consultation is focused on students, OPSBA supports the view that there cannot be well-being for students without well-being for staff. Healthy staff supports healthy students and school environments which in turn promotes student achievement.

Survey Results

1. Well-being Definition

Well-being is a complex construct. Having a common understanding and language around well-being which means the same thing to everyone may be difficult to achieve. What is meant by well-being to one person may not apply to another. Another element that complicates a definition is that it is very hard to make a distinction between mental health and well-being. Although a definition is an important part of the process it may be more advisable to identify the various components of well-being rather than trying to get the perfect definition. Ultimately the definition or components need to be accessible to everyone including children, youth, their families and staff. The current Ministry working definition is only focused on students and the Ministry may additionally want to consider extending the identified components to also reflect staff well-being.

As outlined in OPSBA's Renewed Ontario Education Strategy submission:

"Students who have a sense of well-being feel safe and included at school, are well-nourished and well-fed, are valued and supported, can form healthy relationships, are able to engage in productive activities, can cope with adversity and believe that the adults in the school care about their happiness. It goes without saying that this definition of well-being requires freedom from poverty."

A focus on student well-being requires us to revisit traditional definitions of success. When the members of OPSBA's First Nation Trustees Council discussed EQAO assessments in the context of these current consultations, they expressed concern about an undue emphasis on academic achievement at the expense of the holistic needs of children and underscored that: "Success should not be defined as coping well in the mainstream at the cost of losing one's identity."

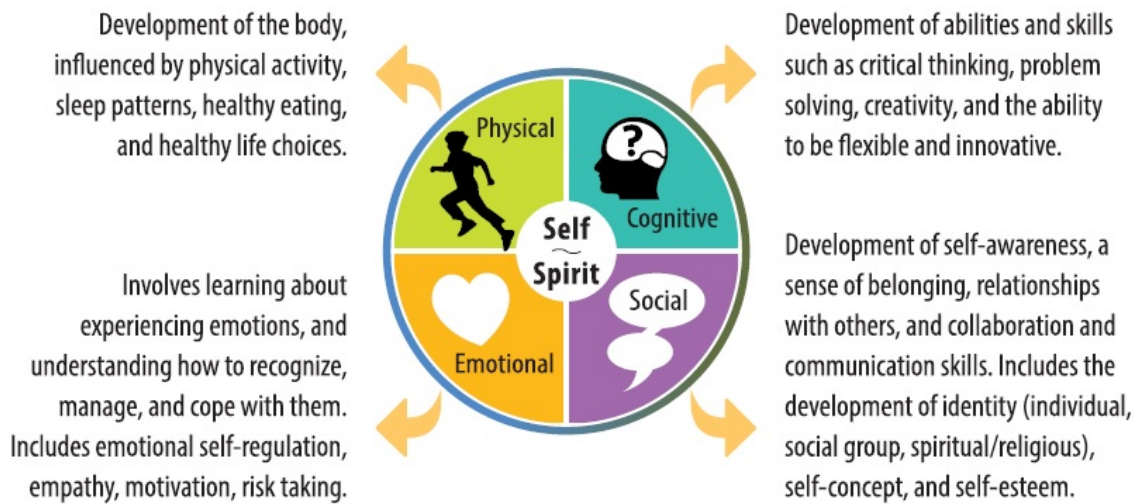
When parents are asked what they want for their children, their answers most often include: 'Happiness', 'Contentment', 'Balance', 'Good Stuff', 'Kindness', 'Health', and 'Satisfaction'. When asked what schools teach, they most often say: 'Achievement', 'Thinking Skills', 'Success', 'Conformity', 'Literacy', 'Mathematics' and 'Discipline'. The field of positive psychology deals with teaching both the skills of well-being and the skills of achievement and indicates that well-being goes hand-in-hand with better learning.²

Key components of a well-being definition include:

- The importance of caring positive relationships
- A sense of belonging - home, school, community
- A sense of flourishing, engagement and positive self-awareness
- A sense of confidence and competence
- Possessing hope and optimism for the future
- A willingness to take healthy risks
- A sense of personal safety, being respected and valued for who you are

The Ministry graphic for the definition section of the engagement paper (on the following page) has self and spirit at the center. There are many interpretations of the word "spirit" and it is felt that this requires greater clarity if it is going to be used going forward. It could lead to divisiveness among groups, rather than greater alignment, if there is not a common understanding of the use of the word in this context going forward. The four domains – cognitive, physical, emotional and social are consistent with and reinforce areas that educators have always focused on in support of students reaching their full potential both in school and in life.

Note 2 "Teaching Well-being in Schools", from "Flourish" by Dr. Martin E. P. Seligman, pioneer in Positive Psychology (2011)



Appendix B includes a sample of the feedback on the survey regarding the Ministry’s working definition. 48% of respondents to our survey indicated that their school board is already working with a well-being definition to guide their work.



Above: the Four Components of the Well-being Framework (Ministry graphic)

As indicated in the guiding principles, it is very difficult to separate well-being and mental health and it is requested that the graphic be reviewed with this concern in mind. Is mental health a separate component, like a spoke on a wheel or is it, along with well-being, a key underpinning and foundation? There is a cause and effect relationship and interdependence between and among the other components in the well-being framework relative to mental health and well-being. This connection needs to be emphasized and better reflected in the graphic. As well, the relationship to Ministry curriculum and what and how students learn is integral to well-being but is not explicitly reflected or

expressed in the strategy. If this is achieved, it may lead to a greater common understanding, alignment of purpose and collective efforts.

School boards provided examples of ways in which they have been working to support and promote the four identified components – equity and inclusion, safe and accepting schools, healthy schools, and positive mental health. Appendix G provides a sampling of the various school board initiatives that support these components.

2. External Factors that Influence Well-being

It is a significant step that well-being has been included in the Ministry of Education’s five priority areas, however there needs to be an examination and acknowledgment of the external factors that influence well-being. Not everything can be solved from within. There can be no sustainable change in well-being and the supporting conditions without a coordinated inter-ministerial response to external factors that influence well-being.

Boards surveyed had poverty as the number one issue that needs to be addressed. Poverty is interconnected with the 14 social determinants of health:

- Income and Income Distribution
- Education
- Unemployment and Job Security
- Employment and Working Conditions
- Early Childhood Development
- Food Insecurity
- Housing
- Social Exclusion
- Social Safety Network
- Health Services
- Aboriginal Status
- Gender
- Race
- Disability

There were many comments from school boards highlighting the heightened challenges that the social determinants of health present, especially in northern, remote and rural school boards.

The work to support well-being cannot be done in isolation within schools and school boards. Sustainable progress will mean that the government is making progress on all of the social determinants of health.

Appendix C contains some of the comments regarding external factors.

3. Making Well-being a Priority in School Board Planning

Appendix D illustrates a number of ways in which boards ensure that staff and student well-being is a priority in the planning process for both school boards and schools. For these boards, well-being has become a foundational element that is used as an important lens when boards are reviewing, developing and implementing their strategic plans and/or Board Improvement Plan for Student Achievement (BIPSAs) and correspondingly reviewing, developing and implementing School Improvement Plan for Student Achievement (SIPSAs) in schools. In the feedback from school boards there is a desire to integrate well-being with the BIPSA/SIPSA processes.

4. Resources to Support Student and Staff Well-being

School boards were asked what additional resources would assist in supporting student and staff well-being and these requests are summarized in Appendix E. There was strong support for the continuation of School Mental Health ASSIST (SMHA), the coaching support, the focus on implementation science, development of resources and assessment of evidence based programs, supports and services. The tiered model of support has provided a guiding framework for a continuum of service with an emphasis on early intervention, promotion of pro-social skills and timely access to pathways to care. Although SMHA is focused on student mental health, it has certainly been a catalyst in the consideration of the term “well-being” in the broader context. Any additional efforts in the well-being area will have to be coordinated with what has already been achieved through SMHA and the work of the mental health leaders in school boards.

In the area of mental health there are still significant gaps in supports and services, especially in the northern, remote and rural areas in the province. These gaps affect the well-being of whole communities, which is in turn reflected daily in our schools. As identified earlier, effective coordination is needed to support a collaborative community effort across multiple ministries, which include schools as one of the key partners.

Resource areas cited include:

- Capacity Building – Professional development with an emphasis on job embedded learning and integration across multiple initiatives to help position well-being/mental health as an integral component of how student programming and support is delivered. Professional development must be tailored and differentiated according to the various staff roles and responsibilities. This includes school board leadership team members (senior staff and trustees) and school leaders (principals and vice principals). Everyone who works with children and youth needs to see themselves as part of a larger team creating the learning conditions that promote student well-being.
- Increasing personnel to support well-being efforts in school boards for students and staff.
- Leveraging the work of SMHA to identify evidence-based practices/programs and learning conditions to support well-being/mental health.
- Funding to purchase age appropriate, evidence-based practices/programs for consistency of application across school boards.

5. Implementation Timeline

Concerns have been expressed regarding the timeline for implementation of the Ministry's Well-being strategy, especially in the area of measurement. We need to take the time necessary to understand the complexities of well-being before finalizing any measurement framework. The survey results indicated that more individual measures of students will not be beneficial and could in fact undermine the Ministry's well-intentioned strategy. Care should be taken that any measures are used to inform practice and direction and not to report specific individual student and board-by-board progress. Otherwise it could result in another ranking exercise by external groups that could undermine public confidence.

Taking the time to use the principles of collaborative professionalism to engage all partners in understanding and valuing everyone's individual and collective role(s) and responsibility(ies) will lead to greater buy-in and ownership of the well-being work going forward. As indicated in the guiding principles there are already rigorously researched sources of individual student measures such as OCHS, which should be continued on a regular basis. For school boards there needs to be a greater emphasis now on the learning conditions that effectively promote well-being. Progress on these conditions should be monitored to inform and adapt practice.

It follows that the complexity of well-being means that any measurement is equally multifaceted. Taking the time to truly understand the implications relative to the vision for the future of education will only benefit the outcome. Well-being is strongly linked to attitudes and values and any sustained change will take time.

6. Data to Inform Status of Well-being for Students and Staff and to Measure Progress

School boards were asked to identify data that is already used to inform well-being for both students and staff. This is summarized in Appendix F. From the listing it is clear that there are many types of data already available both within school boards and through external research. As identified in other sections of this report, school boards are not supporting additional measures. The key will be to select the data that will best inform the conditions that promote and enhance well-being for staff and students.

7. Additional Measures for Student Well-being

School boards did not support any additional measures at this time.

8. School Promotion of the Four Well-being Framework Components

School boards were also asked to provide specific examples of what they see as the most effective practices and programs supporting student and staff well-being. Appendix G contains some examples of the work that is being done in each of the four framework components – Equity and Inclusive Education, Healthy Schools, Safe and Accepting Schools and Positive Mental Health. As can be viewed by the responses for positive mental health, there is significant overlap with and reference to well-being. This supports our recommendation that well-being and mental health are not discrete constructs and to achieve coherence, this should be reflected in the final development of the Ministry's Well-being Strategy.

Thank you for this opportunity to provide feedback on the Ministry's Well-being Engagement paper. Should you have any additional questions please feel free to contact Judith Nyman, OPSBA Director of Program Policy at jnyman@opsba.org.

Sincerely,

A handwritten signature in black ink that reads "Laurie French". The signature is written in a cursive style with a large initial 'L'.

Laurie French
President
Ontario Public School Boards' Association

Appendix A – Survey Questions

The Ministry of Education has now added Promoting Well-Being as one of their key priorities in addition to Achieving Excellence, Ensuring Equity, and Enhancing Public Confidence. To provide an opportunity for input into the government's Well-Being Strategy, the Ministry has created a Well-Being Engagement Paper. Please review the paper and respond to the following questions.

1. Please identify your school board:
2. What is your role with the board?
3. Are you a member of any of the OPSBA work teams/councils or Coalition organizations?
4. What are your thoughts on the Ministry's definition of well-being? (see below) What do you like about it? What is missing?

"Well-being is a positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met. It is supported through equity and respect for our diverse identities and strengths. Well-being in early years and school settings is about helping children and students become resilient, so that they can make positive and healthy choices to support learning and achievement both now and in the future."

5. Does your board have a current working definition of well-being? If yes, please share the definition below.

No

Yes

Share definition here:

6. If you answered no to the question above, do you have a definition that you would like to propose or quote from an alternate identified source? Please include it below.

7. As seen in the diagram above, the Ministry includes four components in the Well-Being Framework. How are your schools promoting the following components?

Equity and Inclusive Education

Safe and Accepting Schools

Healthy Schools

Positive Mental Health

8. What are the external factors that influence and impact student and staff well-being in your board, e.g. social determinants of health, child poverty, etc.?

9. How does your board and its schools make well-being a priority in planning?

For staff

For students

10. What are the most effective practices/programs to support:
Student Well-Being (Please identify a contact person for any example)?
Staff Well-Being (Please identify a contact person for any example)?

11. Please identify any resources that would assist your board in further supporting student and staff well-being.

12. Please comment on the following timelines for implementation of the well-being strategy.

The timelines for implementation of the Ontario Well-Being Strategy are as follows:

October 2016 – Release of the Student (K-12) Well-being Engagement Paper

November 9 & 10, 2016 – Ministry event and regional consultation sessions (November/December)

January to May 2017 – Consolidation of feedback received and development of a measurement strategy by the Ministry. Points of further consultation with various groups including the Partnership Table, Ministry Initiatives committee and Well-Being sub-committee

Spring 2017 – Release of Student Well-Being Framework including a measurement plan

2017-18 – School boards to develop plans for implementation and to put resources in place to meet requirements of the Well-Being and Measurement Framework

2018-19 – Full administration of Student Well-Being and Measurement Framework

Appendix B – Definition

Ministry Definition

- A review of the definition of well-being invariably includes reference to economic conditions or prosperity - is this missing? Is it implied? Well-being in the early years (as defined above) could be defined better - it is more than helping children become resilient. It is about helping students to learn how to find information, and encouraging the development of a healthy appetite for lifelong learning.
- "Well-being is a positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met. It is supported through equity and respect for our diverse identities and strengths. Well-being in early years and school settings is about helping children and students become resilient, so that they can make positive and healthy choices to support learning and achievement both now and in the future." Bluewater District School Board is supportive of the ministry well-being definition: "Well-being is a positive sense of self and spirit being in balance when cognitive, emotional, social, and physical needs are met. It is supported through a sense of belonging, and experiencing equity and respect for our diverse identities, interests, and strengths". A suggestion as an addition would be: "A focus on well-being throughout childhood development is about helping children and youth acquire positive and healthy lifestyles and emotional coping strategies in order to develop lifelong resiliency. These foundational attributes are essential to support learning and achievement, interpersonal relationships, and overall health and wellness throughout their lifespan." - Bluewater District School Board
- Lots of good ideas in this definition that looks at whole child and development. The first two lines are strong-I would suggest instead of needs being met-we talk about thriving. I would suggest taking out focus on early years to include all students K-12 to become resilient-it's also about teaching students the skills they need to be resilient. Also the inclusion of supporting students to be in healthy relationships with others and contributors to their communities is important.
- We are in agreement with the Ministry's definition. It is inclusive and encompasses the vision of Toronto District School Board.
- Definition is a start and is a foundation for a focus supporting all students. In terms of the use of word, resilient, there needs to be a more ecological approach taken, i.e., our schools need to create environments that promote and support resiliency.
- We support and feel that this definition provides clarity for moving the work surrounding Well-being in our board forward. We feel that possibly the wording of "children and students" does not make reference to the well-being of our staff as well. Overall it is a good working definition.
- We like the definition of well-being given in the first sentence, but would exclude the words 'spirit and belonging'. 'Spirit' has ambiguous cultural meaning; 'self' is an adequate expression. 'Belonging' is included in the words 'social' and 'emotional'. Second sentence: omit words 'and strengths'. Third sentence: omit 'in early years and school settings', and 'and healthy', and 'both now and in the future'. Missing: Reference to compassion for self and others. Reference to mindfulness.
- I wonder if there needs to be mention of those who support students (and their well-being and resilience), and the broader community context (i.e. students are part of a social ecological system, not isolated beings).
- Could this be shorter - perhaps 3rd sentence could be shorter...

- We wonder about the choice of the term resilient in terms of how various audiences may interpret the definition of the word? We appreciate that the definition includes early years and school settings.
- -wonder if 'mental health' needs to be explicitly included in the definition as it is identified independently on page 3 or the Engagement Paper -prefer whole student population be identified and included (k-12), not just early years highlighted -although comprehensive, this definition is cumbersome
- Seem disjointed to separate out early years.
- Like that the definition is written to reflect what our students need to have in place to ensure positive well-being and that it defines how this could be achieved in schools. Maybe there could be something added to make reference to encourage students to 'engage' in positive and healthy choices and that 'all' partners support beyond 'knowing' to 'doing'
- This definition appears similar to the definition our school board has been using from the Public Health Agency of Canada from 2006.
- Wonder if mental health needs to be explicitly included in the definition as it is identified independently on page 3 of the Engagement Paper. Prefer whole student population be identified and included (K - 12), not just "early years" highlight.
- I think that it is complete and robust
- I like "a positive sense of self" because this is important. The use of "self and spirit" is inclusive as it could refer to whatever someone believes in. I like how well-being is looked at from various aspects "cognitive, emotional, social, and physical". "Resiliency" or the ability to bounce back after adversity is important. I like "to support learning and achievement" as this ties well-being to education.
- Likes: -it aligns with Feed All Four in TLDSB -ties together healthy schools, equity, safe schools, mental health (alignment) Missing: -Why does it read as if it targets well-being in the early years -Third sentence is more of an explanation rather than definition -Needs to be more succinct
- I don't believe that "Well-being in early years is "about" helping students become resilient, so that they can make positive and healthy choices to support learning and achievement both now and in the future." Although resiliency is a factor it is not the only contributing factor to these long range feelings of well-being and healthiness. I believe. "Well-being in early years includes an exploration of resiliency, mindfulness, perseverance, hope and optimism, so that they can understand long term connections to wellness and make positive and healthy choices ..." I LOVE the first part of the quote! (up to "identities and strengths")
- What is missing is any reference to the relationship between the pursuit of well-being and the impacts of those pursuits on environmental and global sustainability. Students understand that well-being now, and in the future will depend on tremendous change in our habits for growing and transporting nutritious foods, protecting land and water sources, burning fossil fuels to support industrial wealth and recreational activities and so on. I note that this concept of sustainability is referenced in the quote from Awartani et al. on page 1 of the Ministry Engagement paper
- Like definition and have not received any feedback on any missing components.
- Well-being in early years and school settings is about helping children and students become resilient, so that they can make positive and healthy choices to support learning and achievement both now and in the future. This statement quoted from above should include "and to help instill a permanent positive sense of self" or something similar. Well-being is much more than making positive choices to "support learning and achievement". It is about the development of the whole child.

- I think the definition rambles on a little. If it is to have an impact, I think it needs to be much more succinct. Good luck with that though, I understand it's probably an impossible task. Please don't ask me to help!
- Second sentence: It is supported through equity, respect (and inclusion) Second sentence: This sentence seems to apply only to the actions of adults. Can it be expanded to include the actions that students take to promote their own well-being as well as that of their peers?
- - we like -that it takes a holistic perspective - that is reflects the 4 pillars of Well-Being (Equity, Safe Schools, Mental Health, Healthy Schools) - the inclusion of resiliency - diverse identities – uniqueness is honoured - what's missing: - no mention of students reaching their potential - dealing with life's challenges (not just academics) - building strong relationships We like that it includes physical, mental and social well-being.
- I like the fact that it begins with the early years in order to help children and students although their school careers. I would like to see more emphasis placed on mental health.
- I support this definition.
- We like that it is inclusive, "Well-being in early years and school settings" - why exclusive to this? Are you referring to before school and K-12?? This is unclear the definition is only applicable to the school system? Is that your intent? Definition is too much - why is healthy choices part of it? Resilient is the only adjective? In our minds the first sentence is the definition - why go beyond that.
- Covers all bases.
- there needs to be a reflection to the idea of respect, the naming of culture, equity, social justice, personal dignity - feels like something related to security is missing - feels like something related to how all of this supports the engagement in the world around them
- Likes: respecting diversity as a strength. What is missing/dislike: the reference to "helping", which infers a deficit - the well-being definition should be a strength based statement, therefore "fostering", "supporting" are more strength based wording. Also - "so that they can" is deficit approach - perhaps positive mindset (attitudes) and promoting healthy choices that support learning.
- I do like the first two sentences. The third sentence is not as inclusive as I would suggest. It seems to limit the focus to our young children instead of having a K-12 focus.
- Like: - the definition captures the importance of meeting cog, emotional, social and physical needs. - involves a positive sense of self and belonging - there is some discussion raised about the use of the word "spirit", as it can relate to a religious context. What is missing? Self-compassion as a skill that fosters kindness in relationship to self, others/world, and uses mindfulness to strengthen capacity for health and balance.
- The definition is too long. The first sentence is fine. The rest is unnecessary and is no longer part of a definition. Well-being is multi-faceted and is a continuum and should be stated here. Resilience is only one aspect of well-being. The goal of well-being should not be "learning and achievement", it should be well-being.
- The focus is only on academics with no mention of community, building strong relationships, living productive lives and adapting to a changing world. We like that it respects the four pillars of well-being.
- This is a holistic definition of well-being that reflects the nature of students and staff members in our schools today. There should be something about achievement towards what? Personal goals? Academics? There should be something about fostering inherent hope in students.
- It is a very broad definition, which includes many important aspects. However, the section with early years should include more than just resilience.

- I appreciate that the definition covers the four domains (cognitive, emotional, social and physical). I wonder if the definition should include the need for a positive sense of identity as well as self, spirit, and belonging. Also, there is no mention of the impact of the prosocial domain in well-being. There is strong and growing evidence that empathy and kindness strongly influence our well-being. I see this as being different than our "respect for our diverse identities and strengths"
- I like it, although it is over-arching and difficult to measure.
- Positives: - emphasis on concept of belonging - strengths-based approach - link to present and future Wonderings: - care must be taken when operationalizing resilience so that a student's external circumstances are not used as an excuse or to blame
- I think it is important to also focus on the well-being of our staff and would like to see that reflected in the statement.
- Well-being is more than just feeling that you belong, and more than just being resilient and making good choices (which are more outcomes than anything else). Well-being, at its core, is about being healthy in body and mind, and having a sense of serenity, strength, self-efficacy and agency so that as an individual you can withstand life's hardships and make your way with resourcefulness and confidence.
- It includes mind, body ,soul & social aspects of a person
- My thoughts on the Ministry's definition is that anything they define, mandate ultimately changes to fit their needs and any definition falls to the ground and cannot be used as a launching pad to use in the formulation of strategy
- Very comprehensive and clear.
- I think it's wonderful. However all administration has to be able to follow it.
- I would like to see the inclusion of the word 'welcome' to the list of factors defining well-being
- I am so happy to see this and hope that there will be structural supports in place to build upon the needs of students.
- I think that 'mental' should be included after social, since the paper often refers to mental health as an important component.
- well-being in early years - should include enjoyment of life and the ability to deal with challenges (which creates a resilient person)
- I think it looks pretty good.
- I think the definition is excellent. I would like to see recognition of individuals included. Below, please see my suggestion: It is supported through equity and respect for our unique identities and diverse strengths.
- The Ministry's definition is all encompassing-broad enough for the Board. What is missing is the clarification if this is to be student –centered or staff -centered. In reading more carefully this particular document refers to students more so than staff. It is necessary for both to be dealt with simultaneously if well-being is to be successful focus in all areas of our Board.

School Board Definitions

- The board makes reference to Health and Well-being on the web site. "The Halton District School Board believes that healthy children and youth are better learners. This makes it important to create conditions at school that lead to good health and enhanced learning. Healthy schools have learning environments where children and youth are supported by their school communities, enabling them to make healthy lifestyle choices."
- Bluewater District School Board has a Health and Wellness Model for Achievement
- The Toronto District School Board promotes the Ministry's definition.

- This is our Well-being definition and we are working towards the new ministry vision for well-being and aligning it to ADSB..... At ADSB we recognize that students who have a sense of well-being are flourishing, engaged, positively self-aware and have a strong sense of belonging in their home, school, and community. They have a sense of competence and competence; they have hope and optimism about the future. They have fluent pro-social and resiliency skills, and make healthy choices as they strive to reach their full potential.
- Currently exploring the Ministry definition.
- Public health agency of Canada's 2006 definition "positive mental health is the capacity of each and all of us to feel think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity."
- Positive mental health is defined by Public Health Agency of Canada as "the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity." This definition is used within the mental health strategy mission and vision statements
- Public Health Agency of Canada [PHAC], 2006, p.2 "positive mental health is the capacity of each and all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity."
- The body, mind, spirit and emotions of an individual need to be fed consistently to optimize achievement and wellbeing
- working towards this as we speak but not ready yet
- We often use the Public Health Agency of Canada (2006) definition of Positive Mental Health as it includes important concepts that fit a definition of Well-being: "The capacity of each of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity." What is missing though is any reference to the relationship between the pursuit of well-being and the impacts of those pursuits on environmental and global sustainability, as noted in the answer contained in #4 above.
- A state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity" ... "...defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. "World Health Organization (WHO) -good mental health is an important component of student success. When students experience the kind of personal prosperity that comes with true health and wellness, they are better equipped to build strong relationships, focus on learning and appropriately deal with life's challenges.
- "Being. Well." is a Halton-developed learning experience for staff to explore, develop, embody and promote well-being, not only for themselves but for colleagues in the workplace and students in classrooms.
- We have 3 key statements that help define Well-Being as one of our 3 Board priorities: *
Sustain and enhance learning and working environments that are safe and caring for all.
*Support the mental health of our children and youth through school-based resources and programs that are well coordinated and aligned within our system and with our community

partners. * Build capacity of all staff in their roles to increase skills, job satisfaction, leadership competencies and well-being.

- We use the WHO definition of well-being.
- Our board's working definition of well-being: "A state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity"..."...defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." World Health Organization (WHO)
- following Ministry direction (Achieving Excellence)
- The Halton District School Board believes that healthy children and youth are better learners. This makes it important to create conditions at school that lead to good health and enhanced learning. Healthy schools have learning environments where children and youth are supported by their school communities, enabling them to make healthy lifestyle choices. The HDSB works closely with Halton Region Public Health Department to identify, communicate and prevent health issues that may arise in our schools and communities.
- Feed All Four is our focus throughout the board
- Our board's views change as well not worth quoting as the wording remains the same but the meaning changes from day to day.
- For the purpose of our work within the OCDSB, well-being means: A holistic concept that is multi-dimensional. It represents a balanced state of social emotional, cognitive and physical well-being (Student well-being Framework 2009.) It means having a positive sense of how students feel, think and act which improves their ability to enjoy life and reach their full potential in the school and broader community. Optimal student well-being is characterized by positive attitudes about school, positive relationships with peers and teachers, resilience, and satisfaction with self and learning experiences at school (Noble et al. 2008).
- Our Board does not have a separate definition of well-being. We do include well-being in our efforts with Equity and Inclusion.

Appendix C – External Factors

- It is my viewpoint that the following factors influence and impact student and staff well-being in the Halton District School Board. Income and Income Distribution, Education, Unemployment and Job Security, Poverty, Early Childhood Development, availability of resources to support well-being
- Child poverty and substance abuse/misuse are factors that influence and impact students. The Employee and Family Assistance Program (Morneau-Shepell) has indicated that Bluewater District School Board employees are seeking support in areas such as personal relationships, mental health, and personal stress.
- Poverty, long agency waitlists for children's mental health services, gap in services for transgender students, violent behavior of students in school, access to leisure activities outside of school for youth in rural areas, lack of transportation for a lot of our families in rural areas, lack of access to services in local community and transportation and time become a factor to access, lack of summer employment opportunities for youth,
- Diversity of the community; Stigma around mental health and well-being; Socio-economic conditions; Racism; Newcomers and the lack of resources; Funding; Lack of accessible and timely supports in the community to deal with student needs
- • Food insecurity (5th in province) • High teen pregnancy • Last cohort moving on mental health • High number of group homes, youth in care • Transition to specialized care • Lack of addiction support for youth • The equitable wireless access for remote communities
- There are many factors that impact student and staff well-being in every board. Some of those factors include but are not limited to: -socio-economics -mental health of self and loved ones - health stressors -family dynamics -social interactions -self-image/self-esteem -personal relationships -food security -value for education -geographic factors -Northern Ontario has difficulty in retaining professionals and resources that treat and promote well-being
- Unemployment, seasonal employment, poverty, social economic factors, high rate of addiction, housing, rural location, transportation, aging population, competition for resources: aging/youth, loss of services.
- social media and media in general over scheduling
- poverty, mental health services, economy and geography of northwestern Ontario,
- - child poverty - hunger - addictions - hopelessness for the future (i.e. job opportunities) - ready access to preventive and crisis supports
- Students: -poverty, homelessness, addictions, underemployment, unable to access timely community supports, reductions in inter-ministerial funding that impacts service delivery models at the school and community level Staff: -physical and mental wellness -family/personal circumstances -access to supports and services
- Poverty and lack of economic growth in local community. First Nations and Metis local population and student population impacted by historical trauma and residential school systems.
- Rural fly in/train in community with high costs of living impacts community health as a whole, general lower social economic status also impacts community. Residual impacts of historical trauma are present within the larger community and within the school population. The inherent bias towards western culture in the education system impacts student and staff wellbeing as we move forward towards reconciliation and find ways to make changes within this system.
- There are influences across the community from historical trauma including residential school experiences. Social impacts include poverty, addiction, and loss of culture impacting family life.

The inherent bias towards western culture within the education systems continues to impact students.

- Students - Poverty; homelessness; addictions; under employment; unable to access to community support; reduction in special education budget and additional ministerial funding. Staff - EAP; family circumstances
- Poverty, Influence of residential schools, lack of funding to support principals in developing comprehensive plans
- - area of poverty - areas of limited employment/seasonal employment - no public transportation in the rural area so it can be difficult getting to health care services - lower number of community services/professionals in the rural area
- Perceived high degree of Child Poverty Vast geography of the Board Access to enhanced resources (rural v. urban) Education & Literacy Levels of caregivers Unemployment (esp. females and young adults) Addictions Ageing Population Increase in lone parent families Housing affordability, low-cost housing availability Community Partners (+ support within schools)
- SES rural locations deep understandings of and skills/capacity to address all learning profiles at school pregnancy trauma physical and mental health attendance issues due to family pressures addictions – multi-generational issues bullying cliques lack of understanding /respect for professional knowledge union issues sense of hopelessness/media/news community economic factors social stigma lack of healthy diet and sleep lack of child care parents and school distrust lack of board funds due to financial reforms
- All of the 14 Social Determinants of Health listed by the Canadian Public Health Association are relevant to student and staff well-being at our board. Fortunately our board has membership on and active participation in the Child Youth and Family Services Coalition for Simcoe County as well as the Mental Health Steering Committee for the North Simcoe Muskoka LHIN which address these issues in our region with a school and community perspective. We have numerous initiatives involving poverty reduction, human trafficking, refugee support, housing, mental health services and so on.
- Poverty, relocation (First Nations), understaffing creating burnout, lack of services to address high needs of students, family dynamics (parental addictions/mental health), still many cracks for students and staff to fall into.
- The legacy of Residential Schools and the resulting intergenerational trauma among First Nation students, families and communities
- The residual impacts of the racist narrative that has been the story told about First Nations when there were so many other true stories to tell:
 - the support to early settlers so they could survive and thrive;
 - the military contributions from the 1700's forward including the reality that it was First Nation warriors who ensured the War of 1812 victory;
 - the purpose, promise and intent of Treaties;
 - the fact that prosperity of most in Canada today relies on the resources found in, under and above the traditional lands of First Nations
- Wealth inequality is certainly a significant factor. Racial diversity in our community that is not reflected at all in our staff. Racial diversity in our community that is only very minimally reflected in our teaching and our school community. A disconnect between our schools/administration and our senior staff. I believe this is left over from our previous director and a result of poor organization structure. Our current director is fixing this, and our current

senior staff is exceptional, but it has not yet had the opportunity to fix the relationships that were damaged previously.

- Larger societal issues of class, race, gender and heterosexuality
- unemployment/underemployment - child poverty - 15% of working families earn less than \$20,000 - 15.6% of Niagara's children live in poverty - 46% pay more than 30% of income on rent - 33% of visits to food banks are made by children - 42% of Ontario Works caseloads are children - 32% of Ontario Disability Support Program caseloads are children - 12% of families below the LICO low income cutoff - 71.1% increase in EI benefits over one year - 2005-06 – just over 4000 use local food banks - lack of children and youth mental health services in Niagara Family dynamics of students, transient families, FAC involvement, prevalence of drugs in school community, lack of educational background of families, poverty, poor employment opportunities
- yes external factors influence the well-being: socio-economic, poverty, equity, ESL, newcomers, increasing mental health issues with students and families - rural areas in particular - as there is a lack of community services
- housing and income stability food security parental immigration status and language skills (capacity to engage with the system)
- external factors: attitudes related to public education
- Child poverty is a factor that we are trying to address. We have heard from students that often they try to avoid school events if there is a cost - they tend to withdraw and become further isolated from the support the school can offer.
- Renfrew County has various challenges around the social determinants of health that impact student and staff well-being. i.e. poverty, unemployment, food insecurity, housing, disability
- Child Poverty, Marginalized First Nations (Racism), High Absenteeism, Northern, High Rate of Health Problems (e.g., diabetes, drug/alcohol addiction, etc.), Lack of Employment, Inadequate Housing.
- child poverty rural isolation social and health services access limited access to transportation accessibility long commutes to work couch surfing/homelessness Education Early child development recreational opportunities housing Food security Gender Expression, Sexual Orientation Race
- All 14 social determinants of health can impact student and staff well-being.
- People in Northern Ontario report higher rates of depression, higher use of medication and higher hospitalization rates, but have access to a less comprehensive, available and accessible basket of services. There are significant disparities in health for populations across our region/district that are directly linked to poverty, lower rates of education, adequate housing, and geography.
- Child and family poverty is prevalent in many areas, compounded by unemployment or low-wage, insecure employment. Many parents worry about their children being able to get to school and back safely due to Toronto's heavy traffic congestion and roads which are not designed for pedestrians and cyclists so can be dangerous. General well-being is lowered by high rates of sedentary behaviour as children are driven to school, and have little active time during their days. This is leading to obesity and later will lead to chronic disease at rates unseen by past generations.
- Child poverty, rural isolation, access to social interaction, access to transportation (public), accessibility, parents long commute to work, less time at home, homelessness, lack of proper education of parents, gender expression/sexual orientation, changing family relationships,

housing, access to recreational opportunities-cost, distance, sufficient nutrition,
unemployment, lack of access to early childhood education/care, balance

Appendix D

How do you Support Well-being for Staff?

- Provision for support of well-being in the collective agreement, training for staff, provision of employee support services, tracking of absences and provision of support and identification of helpful resources, and the multi-year plan includes staff goals around all staff being provided with learning opportunities and resources to build awareness and to sustain positive learning environments
- Organizational Health and Wellness is a priority in our strategic plan. We have an Organizational Health and Wellness Committee, an Organizational Health and Wellness SharePoint site, an Employee and Family Assistance program, annual wellness workshops, and we are planning to train the Organizational Health and Wellness Committee in Mental Health First Aid in the spring
- The Director promotes it in all of his webinars. Well-being is a priority (along with equity and achievement) at all levels of our board operation, it is a new focus so everyone is getting use to the focus on well-being, not just mental well-being, but overall well-being. Every school is tasked with having a singular school improvement goal in the area of well-being. Our board mental health and well-being strategy will get input from all major departments in our board, and will be one of the top 3 foci for all schools district-wide.
- Board Mental Health Strategy for Staff, wellness committee provides newsletters, tips, funds for school staff initiatives, joint PD by HR and MH lead for staff, compassion fatigue workshops, fitbits, EAP resources
- Well-Being is one of four core priorities identified in the 2015-2020 Strategic Plan, Possibilities Today & Tomorrow, well-being is intentionally integrated into the Board Improvement Plan for Student Achievement and Well-Being and into School Improvement Plans for Student Achievement and Well-Being
- Well-being is one of our top priorities at ADSB along with Achievement, and Engagement.
- RCDSB Mental Health Strategy.' Well-being' in Board Improvement Plan. EAP and HR Partner program.
- Mental Health Wellness Committee - capacity building through programming
- Well-being is a key component of our Attendance Support program, including a well-being committee for staff (i.e. newsletter to all staff with tips/strategies).
- -wellness committee plans for system wide supports (i.e., Mindfulness Training, corporate memberships, events and activities)
- Well-being is incorporated in all planning for the school community. Well-being is at the core of strategic planning, see pssbp.ca for multi-year strategic plans
- Wellbeing is a central component to strategic and school planning
- employee supports in place, PD provided regularly, looking forward to include further benefits to staff to support well-being
- We have included it as part of the school SIPs and the SEF work
- Well-Being is one of the goals for HR.
- BIPSA and SIPSA- set goals in achievement in wellbeing; Strategic Plan (Embrace Learning); Your Voice Matters Survey (Community Consultation)
- try to find more and more ways for staff voice to reach all levels, board is actively trying to dove tail all new initiatives into existing work and provide supports for new challenges; provide PD that is asked for when asked for; send in trained professionals to work with staffs; staff explore meditation etc. to address wellness; ensure all staff have relationships within the buildings;

admin and senior staff must model this for staff and ensure it becomes part of our culture "I see you"; staff openly dialoging with students re: vulnerability and failure within their own lives; well-being themes discussed in staff meetings;

- Wellness of staff and students was a key area of focus within our 5 year strategic plan during this past year. The Board also provides EAP services and extended health coverage to all staff. PD workshops regarding mental health and well-being have been scheduled for various staff groups. The board and individual schools schedule frequent religious liturgies and celebrations to support spiritual and social well-being.
- newsletter sent out
- Board personnel assigned to work within this portfolio. Initiatives in schools to support this culture.
- Integral part of School Success Planning in each school and department
- DSBN has just spent a year to develop their Strategic Plan that involved input from various stakeholder groups (e.g., staff, students, community). Mental Health and Well-Being was identified as a top priority and this resulted in the "iMatter" initiative
- creating effective policies
- Wellness programs for staff
- we have a staff well-being committee, organized by staff and they organize events daily - lunch yoga, or meditation, mini-workouts, thought a day
- We do have a Partners program in place to support staff. We could do more in this area if provided with additional resources.
- Engagement and discussions about initiatives in the board that connect to, promote and support staff well-being. Support offered to staff through EAP.
- Staff Training, EFAP, Central Mental Health Steering Committee, Part of Board's Strategic Plan, Built into School Improvement Plans,
- CRE-Wellness-strategic plan
- A Mental Health and Well-being strategy is in place and includes strategies for staff literacy and awareness, and expertise that are then built into the BIPSA and SIPSA
- Led by a Wellness Coordinator through Employee Services
- The 'I Matter' theme of the Strategic plan encourages administrators to develop ways in which staff feel valued
- For Staff- Policy 230, HR Department has well-being initiatives in place, W in CREW as part of our Strategic Plan stands for Wellness

How do you support Well-Being for Students?

- Well-being for students is a priority and is identified in the multi-year plan with specific targeted goals. The system will operationalize activities, resources and opportunities in schools so that the goals may be met.
- One of Bluewater District School Board's strategic priorities is to ensure the well-being of students and staff in a safe, supportive environment for teaching, learning, and working.
- It is one of the foci for the Vision of Learning in the TDSB. Students should be key informants and partners in planning any schools authentic improvement goal in the area of well-being. Student wellness groups are resourced centrally with leadership training and resource support from our central department as well as community partners such as public health. Focus is currently on grades 7-12 with plans to scale for K-6 in coming years. Student engagement, voice and leadership are key components of our board-wide mental health and well-being strategy.

We have a board-wide student advisory group who helps provide input on system well-being initiatives, and supports by connecting other students via online platforms.

- Board Strategic Plan prioritizes well-being and mental health, BIPSA for student well-being, School Improvement Plans must have well-being goal, well-being committees at school level,
- School Improvement Plans for Student Achievement and Well-Being School Climate surveys.
- For all learners and children, well-being is one of our main three priorities along with Achievement and Engagement. It is a part of our Board Improvement Plan and strategies. And Well-being is a top priority in our School Improvement Planning across the board.
- Mental Health and Well-being Strategy. School Support Counsellors. Staff Training; see Q. 7.
- Mental Health Committee and Mental Health Champions
- Well-being is a consideration by schools when engaged in School Improvement Planning.
- well-being is addressed in Board Improvement Plan, School Learning Plans, Mental Health Strategy
- Regular wellness team meetings support well-being for staff and students as well as including the larger school community. Sharing well-being information through newsletters etc. Students have access to a school counsellor and staff can connect with counsellor to provide group learning around social emotional learning in class. Child is the center of all planning and decision making from class level to larger structural levels.
- part of Board Improvement Plan, School Improvement Plan, and having Mental Health Strategy
- Specific proactive teaching in classrooms. e.g. Mind up curriculum
- Well-Being is part of our School Board Strategy. Each school has a W added to their SIPSAW W=well-being focus on gathering student voice (school and system); engaging students as part of system committees
- student voice initiatives at most schools and work of student council at board level; consistent and daily messaging to all student about being safe; making wise choices taking care of themselves, ensure that guidelines and practices developed to enhance well-being are in place, understood and supported; student and staff have playful relationships - joke and enjoy each other; students resolving conflicts with each other - learning collaborative skills; specific students taught and supported through CBT type techniques - managing their emotion and relationships in more positive manner; ensure that supports are pro-actively in place; support warm transfers; identify safe people (as identified by students); regular check ins;
- Mental Health portal created to track students
- Board personnel assigned to work within this portfolio. Initiatives in schools to support this culture.
- Strong partnerships with Peel Health, emphasis on healthy lifestyles through curriculum (HPE) and extra-curricular support
- - front matter of new curriculum includes well-being and whole child perspective – refer to Ministry monographs
- enforcing effective policies
- 1st page of the BIPSA - highest priority
- We do have School Support counselors in all schools to support students and families. SSCs are trained by the Mental Health leader and have a network of support services when referrals are needed.
- The priority for mental health and well-being is reflected in the board improvement plan with ongoing support to include in school improvement plans.
- Well-being and Achievement are seen as interrelated, Central Mental Health Steering Committee, School-based Initiatives.

- CRE-Wellness-strategic plan
- Be Well Campaign
- A Mental Health and Well-being strategy is in place and includes strategies for student literacy, awareness, as well as pathways to services. These strategies are built into the BIPSA and SIPSA. We have a mental health team that is responsible for the implementation of the strategy
- The 'I Matter' philosophy also lets students express their strengths to enhance self-esteem, and continued additions to supports like social workers, EAs, etc.
- Character Always, Student Success Partners and Initiatives

Appendix E – Requested Resources

- We require financial resources to support programming and training for staff well-being
- The Ministry and Boards need to deliberately connect well-being to student achievement, e.g. well-being establishes the conditions for learning. For example, math anxiety is addressed during a math lesson by the use of class-wide and individual self-regulation interventions
- Increased funding and support from the Ministry of Education, embedding coaching support in our board for mental health and well-being; Having staff who are directly responsible and mandated to support staff well-being; Funding to support opportunities (release time) to build capacity of all Staff, Teachers, Support Staff, OA's, Caretakers, Educational Assistants etc.
- teacher release \$ to learn together about promoting mental health and well-being in school, Social Emotional Learning ministry resources, FTE dedicated to leadership for well-being, attendance and wellness programs for staff, money for physical resources in schools-wellness rooms, SPARK bikes, playground equipment that supports physical activity, Integration of Well-being with all that is already being done-can't be seen as yet another initiative
- Designated dollars specific to mental health supports that would provide the board the opportunity to ensure that staff have the appropriate qualifications and skills to support students Strategy to help teachers embed the mental health and well-being components of the “front end” of the curriculum. Targeted funding in order to further equity and inclusion
- The Algoma Model links resources and supports across our board, utilizing strengths, compassion, communication, and teamwork to best serve our students and staff in our district and it is foundational to our well-being strategies. More mental health funding to support services and workers with in our board would assist in the delivery and identification of mental health issues. We wonder as a board that if better funding models with significant dollars given to our community partners that support and assist and work hard to deliver supportive, timely, and continuous care/services, than school boards could move into a supporting framework.
- Funding for release time and travel (rural Board). More programs sponsored at Provincial level, e.g. Roots of Empathy.
- We need to have mechanisms to effectively evaluate all of the above programs/initiatives
- A list of the evidence based programs to support each component of the well-being strategy (i.e. cognitive, social, emotional, physical, Healthy Schools, Safe and Accepting, Equity and Inclusivity, Positive Mental Health).
- Ongoing funding to support: -ongoing professional learning/training for staff and students and community members (building capacity at tier one) -sharing of best practices among schools and across districts -human resource support to help students who require intensive supports
- Like to see closer integration with projects that already exist which truly reflect the reality within schools
- Systemic integration of initiatives would reduce stress on system that supports wellbeing across multiple initiatives. Negative impact of Reg. 274- very difficult to staff schools in Northern Ontario. Lack of student teachers Moosonee/Moose Factory schools are not included as placement options for B.Ed. Programs - no student teachers can do placements on our schools. Prorated on most ministry funding initiatives along with last minute decisions on how to fund School Authorities are made which make planning for inclusion initiatives to be near impossible.
- Further integration of initiatives from the Ministry would support reduction in stress on systems that support multiple intersecting proposals and reports. The Moosonee District School Area Board works hard to collaborate across the many initiatives so that each plan includes the voice of the many initiatives, EY, EIE, FNMI, Mental Health and Well-being etc. It would be wonderful

to get to the point where the number of reports is reduced due to the collaboration between and integration of initiatives.

- Funding to support: - ongoing professional learning/ training for staff - sharing of best practices among boards - human resources to support students in distress
- Additional implementations plans, additional funding, and a rewrite of curriculum expectations to embed these concepts into all curricular areas as we have done with financial literacy
- \$ - for staffing to implement the plan - for release time for meeting/planning with community partners, for example, the health units - for service/supports for students and staff - for professional development for students and staff
- Financial support to ensure that programs, initiatives and supports for staff and students remain viable Combining school Mental Health ASSIST & Ministry Initiatives Emphasis on well-being from within curriculum initiatives and documents
- If we are moving to one understood best way from the Ministry it would need to have the resources and proper knowledge/skilled professionals in place. There must be a deep understanding of how to work with other Ministries to enhance supports - at this point without asking for more funding for more supports we need the ability to cut through perceived barriers from other Ministries and lack of understanding of how we all work together. More highly skilled practitioners - teachers and EAs are working with students whose needs outreach their skills. Provide guidelines for how agencies can work together developed at the Ministry level so that boards don't have to invent them piecemeal or allow for one facilitator per board to work on this (extra leadership staff positions).
- Further financial resources to purchase additional copies of the evidence-informed resources such as Zones of Regulation and Mind Up.
- Students; having someone full time at school to support students, often workers have multiple schools to oversee. Staff; better training, supervisor understanding and communication would improve support for staff.
- Human resources!!!!!!! Funding.
- Enhanced support for ADULT mental health.
- - bigger budget for EAP program More community resources in mental health easily accessed by students, families and staff
- Access to government resources to implement policies.
- Boards need support dealing with unions, ministry of labour and parents (human rights and accessibility) regarding student violence (particularly with students with special, complex needs). It's hard to build a safe and inclusive environment under these conditions. On one hand we are developing wellness programs for staff and on the other hand we are dealing with the repercussions of violent incidents. Student Violence is the biggest issue in our board for staff - staff feeling unsafe to come to work as they are dealing with complex needs kids. There seems to be a disconnect around this area. Our number one overwhelming need for students is in the area of staff dedicated to wellness - our support staff are all busy putting out fires - dealing with the highest need students in terms of crisis and complex behaviours. We need more staff to be able to do the essential and critical preventative work. Solutions need to take into consideration the impact on all of the stakeholders and not just one offs with individual unions. Principals, central board staff, parents need to be at the table - not just teachers.
- Capacity building - speakers such as Stuart Shanker to help the adults understand the impact they have on student well-being.

- Ministry supported programs that reduce or off/set cost to school board. (I.e. roots of empathy). A version of mindfulness for PD among staff and to use in classrooms would be extremely helpful as each board is doing this searching and purchasing individually.
- Better alignment and coherence of initiatives and fewer initiatives that are top-down. Clearer and simpler language in policies and programs. Clearer models. Clear and consistent communication that the curriculum is a tool for learning and not a checklist. Supporting a culture where everyone has healthy boundaries, takes lunch, stops checking email in the evenings.
- Resources (staff) to work healthy community initiatives Student Voice Sessions to action TTFM Data and to provide students with opportunities to drive change in their schools Native Student Leadership Student Voice Sessions to capture voices of Indigenous students and to action out ideas on Indigenizing the curriculum TTFM Climate Survey Spring 2017 HPE Curriculum Professional Development to support Living Skills, Wellness, Consent, sexual orientation, gender identity and gender expression
- - bigger budget for EAP Program
- Financial support to create new position - Staff Well-being Lead, to include benefits, clerical support
- Further funding to support the roll out of well-being initiatives and startups such as and EAP.
- More resources for lunchtime supervision would help as currently there are far too few supervisors over lunch, and children/youth are not getting enough of a stress break over noon. More resources for physical activity would greatly help the schools, so students could avoid the lethargy that comes with long periods of sitting down by being encouraged to get up and move around. Also needed are more resources for getting children safely to school and back using active transportation- an example is school travel planning facilitators and staff for walking school buses.
- Federations Legal Aid Media
- Clear, consistent concise rules posted in every single school about bullying! Explain respect and teach doing the right thing always. Always show integrity in all situations especially when special needs are involved.
- Continuing to highlight the importance of mental health and the importance of training/resources to help remove the stigma and promote understanding
- Multiyear dedicated funds for more individuals to work with students and staff, Healthy Community Initiatives, best practices shared, time for students to learn coping skills

Appendix F – Data Being Used to Inform Status of Well-Being

- Tell Them From Me Survey Data collected through Human Resources Student Senate
- For staff we are using qualitative feedback and input from the Organizational Health and Wellness committee regarding employee's needs. The Employee and Family Assistance Program has been invited to speak to the Organizational Health and Wellness committee regarding trends in Bluewater District School Board. We also receive quarterly and annual reports from the Employee and Family Assistance program. Statistics have been provided by School Boards' Cooperative Inc. (SBCI) regarding staff absenteeism. Bluewater District School Board has collected data on our Suicide Intervention and Prevention Form (AF6835) over the past three years. The AF 6835 is mandatory for all situations when a student is exhibiting suicidal ideation. This includes qualitative and quantitative data. It also gives schools an outline of what should be happening with these situations and clear action plans, including calling parents and follow-up supports for the student. Through this data, we can review and have a better understanding of where we need to target resources or programming. All forms are reviewed by the Mental Health Lead, who provides further input as needed. We have also been tracking the numbers of referrals to Community Care Access Centre Mental Health and Addictions Nurses (CCAC MHAN) program over the past three years, hospital emergency room visits (provided by a partner agency), and school-based and online counselling resources students are accessing. We also monitor which schools are accessing all three tiers of intervention, and which schools need more in the way of Mental Health and Wellness literacy or services and support. School boards are required to administer Ministry school climate surveys to their students, parents and school staff every two years. Surveys are used to assess perceptions of safety and make informed decisions about programs and strategies to help prevent bullying and build and sustain a positive school climate. Survey results are shared with the Safe Schools Committee
- Our Schools (formally Tell Them From Me) student climate survey-rich data on belonging, school engagement, well-being, safety, inclusion etc. Staff well-being survey through HR asked about stressors, work-life balance, safety and discrimination in the workplace, needed supports, etc. CAMH student Drug and Alcohol survey 2011 Egale Climate survey-gave us Board and regional data about homophobia, transgender inclusion, etc. EDI data provides physical health and well-being and prosocial behavior measures for early years Collaborative inquiry data helps shape school practices Mentally Healthy Schools Project provides outcome data for evidence based program delivery
- Census and school climate survey. We are part of a group within School Mental Health ASSIST developing evaluation tools which we can use to evaluate our work with well-being
- School Climate Surveys EQAO survey data for students
- WE have been using, absence of staff, student attendance, CAP admittance, counselling and mental health referrals, suspension tracking. We track our programs that address mental health strategies by pre/during/post surveys while piloting and implementing newer services. We listen to words and feelings, incidents of conflict within the class setting
- Tell them for me survey Resilience Addressing Development Strengths Survey (5 pilot schools) pre and post data of evidence based program
- Staff voice survey, student Safe Schools survey, School Improvement Plans focusing on Positive Culture and Well-being in all elementary and secondary schools, Board Annual Plan monitoring for well-being, Learning Skills section of Provincial Report card.

- School Climate Survey Staff Attendance Anecdotal Feedback EQAO Questionnaire Report Card Feedback Engagement in Extra Curricular Student Attendance
- Students: -Tell Them From Me Surveys -research partnerships with local universities and hospitals -student voice via student focus groups Staff: -EAP -sick leave data; teacher attrition - conversations with federation partners -feedback from Wellness Committee -site based conversations between supervisors/staff
- Using surveys in collaboration with well-being and math programming and growth mindset with links to well-being. School climate surveys attendance, academic performance, scan data from SMH-ASSIST supports.
- Scans from School Mental Health ASSIST, school climate data, attendance reports, statistics from school success counsellors, participation in well-being initiatives, feedback from students and parents
- School Mental Health ASSIST scans have been used to gather some of this information and will be explored further with consultant now available. This is an area that we will be working on, student attendance and achievement is monitored. Surveys have been completed as a part of School Climate surveys, Accessibility survey included some components of well-being and will be used to further support student and staff well-being. Further exploration of this is needed.
- Tell Them From Me surveys Partnerships with local university & hospital research departments Student focus groups
- - School Climate Survey - number of student wellness activities - resource/supports for safe schools, inclusive education, healthy schools, and positive mental health - number of staff trained in Applied Suicide Intervention Skills Training (ASIST)
- Primarily anecdotal (staff and student voice) Climate Survey SIPSA Your Voice Matters Strategic Plan Survey
- staff absence reports; anecdotal notes; referral forms for CDC support; triage notes school climate surveys school office referrals attendance levels of engagement 6 week tracking of certain students and problem solving meetings with circle of influence staff; EQAO data; suspension rates; EDI scores
- We use our Climate Survey to inform our status of well-being for students in elementary and secondary. We also use the high school data collected in our joint research project (COMPASS) with the University of Waterloo. It currently measures such things as physical activity, sedentary behaviour, nutritious eating, sleep levels, sense of belonging, and experience with bullying. We are working with U of Waterloo to develop a Mental Health module to include in future years.
- Mental Health Portal established to track students and data.
- Semi-annual Your Voice Counts survey related to safety and well-being in schools - tabulated and provided to each individual Principal Count Me In Peel - staff census conducted in Fall 2017 and currently being analyzed
- For Staff - monitor absenteeism, benefits usage, EAP stats (e.g., presenting concern), Attendance Support Program stats For Students - School Climate Survey - report cards - EQAO student questionnaire - In School Team/In School Student Success Team - tracking by Social Workers, Youth Counsellors - Individual Pathway Plan
- MISA Grad rates early leaver reports Taking Stock Climate surveys for students Pass/Fail rates Data shared with FCS Absentee reports for staff IEP data Suspension/Expulsion data At Risk Data Grade 8 and 12 Exit surveys Youth Survey (Public Health) Guelph/Wellington Drug Survey
- they tell us 'there is tons' - however as Trustees we only get a short presentations in broad terms

- Surveys, interviews, staff observations, conversations
- Tell Them From Me Survey New RAD survey Data from Pre/Post Measures for Professional Development re: Mental Health and Well-Being Strategy. Discussion to use: attendance, incident reports, referral data to school supports/services.
- School Climate Survey, Attendance, Achievement, Credit Accumulation, Course Data, FNMI Cls, Exit Cards.
- Tell Them from Me Survey Yearly Board Mental Health and Well-being Scan Pre and Posttests of class-wide MH promotion programs Referrals to board mental health team
- We partner with University researchers to ensure that our initiatives are evidence-informed We are conducting an environmental scan to find out what is happening in Mental Health and Well-Being We are working with Trent University to research how our Spark Bike initiative is impacting student well-being and achievement. From that we hope to learn how to assess meaningful metrics in Well-Being
- Regular student census surveys are undertaken.
- Presently developing a school/system culture survey which would provide feedback on needs
- Questionnaires and surveys (with parental consent) can also look at resiliency factors. We also participate with the Ontario Student Drug Use and Health Survey (OSDUHS) study. We review and consider this data, and are planning ways of being able to share data across our Grey-Bruce area with community partners in health, public health, and family services. We will be able to look at data in a few years to see how earlier intervention with elementary students may be impacting our academic and applied programming and graduation results in secondary.
- Thoughts among MH leads include linking student well-being indicators to learning skills on report cards
- School Mental Health ASSIST is involved in developing some measures which look at the factors that support well-being. These will be available to be used provincially.
- extra-curricular involvement, community involvement,
- Standardized, quantitative data collection will not work. Need to value subjective assessments.
- Needs to be part of ongoing Annual Plans at both Board and school level. This is year one of incorporating well-being explicitly into the plans and we will continue to monitor.
- Finding ways to use already existing measures such as school climate survey would be most effective
- Good with measures currently in place, continue current practices with tweaks based on student input
- attendance, EQAO, grades, school report card info, Early Development Instrument (EDI), Pathways to Care-optimal delivery and access to MH supports, number of referrals to service providers
- incredibly difficult to add this to an already heavy load for small boards with no research department per se (a .5 person)
- We are optimistic about the use of the COMPASS tool we are developing with University of Waterloo.
- Need it. But cannot do it without additional personnel, finances and resources.
- I wonder about the use of apps that collect self-identified data. (i.e. mood apps log thoughts, feelings and actions. Over time the info is useful for finding patterns in thoughts, feelings and actions that can support well-being. I.e. fit bit app; healthy minds.
- It will be difficult to measure well-being as the definition is very broad. We could be measuring for resiliency or other protective factors. Will these be standardized across all boards?

- Numbers of children receiving outdoor education, arts education, traffic safety training, and eyesight/hearing screening.
- Tell Them From Me- Student Voice, MY HEALTH, data from Student Support Services, Report Card Data- Learning Skills, IPSOS Reid Survey

Measures of Learning Conditions

- Looking at the number of our schools who provide safe spaces, alternative learning spaces and the impact of the same on attendance, credit accumulation and graduation.
- link well-being indicators to the climate surveys-have common questions and indicators across the province
- Needs to be given equal weight to curriculum, literacy and numeracy importance
- Learning Space and learning environment have impacted student well-being, bringing in more natural light and natural tones into the classroom to enhance the environments had been part of our planning.
- Tools such as RAD survey.
- Caring adults is the key. Students are telling us that having a sense that someone is looking out for them and a person they can go to is essential.
- we welcome this possibility; need to better understand how a tool might elicit data to show relationships to various conditions and individual student outcomes
- Using data from already occurring programs such as maker space project to measure how those programs impact wellbeing, for example how student directed and self-selected learning impacts well-being.
- Good with measures currently in place with tweaks based on student input
- we welcome this possibility; need to better understand how a tool might elicit data to show relationships between the multiple conditions and individual student outcomes
- Staff are implementing evidence based strategies to support student well-being (numbers and type).
- We are especially hopeful about the concept of measuring self-efficacy about deploying self-regulation strategies to manage positive mental health.
- inform and communicate student success options within schools to the students and their parents
- Need it. But cannot do it without additional personnel, finances and resources.
- More support required - metrics are difficult in this area
- We would be open to learning more about what these conditions are and how to measure them
- like what was developed by the Canadian Index on Well-being <https://uwaterloo.ca/canadian-index-wellbeing/what-we-do/domains-and-indicators>
- Classroom environments - warm, welcoming, accepting? Student learning needs are being met, all students are valued and supported by peers and staff.
- There has been discussion about developing a check-list of look-for's that Principals and Vice Principals could use as they do walk arounds in the school and classroom.
- Measure the school and classroom conditions that support well-being, don't measure the child.
- We have attempted to measure learning conditions through pre and post-tests of class wide programs. Some educators are very guarded and defensive when they think, even if it is anonymous, that we are measuring the conditions they are creating to promote/support student well-being

- Identify and promote the need to establish the conditions for learning. This data is likely as "academic data" to make a difference in scores such as EQAO data
- Less emphasis on EQAO testing and more emphasis on ensuring students are emotionally well enough to learn to their potential

Appendix G – School Promotion of the Four Well-Being Framework Components

Equity and Inclusive Education

- The HDSB has set a goal that all staff will contribute to collaborative and inclusive learning environments. In the HDSB multiyear plan there is a goal that 100% of the staff will be provided with learning opportunities and resources to build awareness to sustain a culture of equity and inclusion.
- Bluewater District School Board promotes 'Equity and Inclusive Education' through ongoing well-being (Tier 1) promotion and prevention activities including Gay Straight Alliance (GSA), Canadian Mental Health Association Tami Talks and programs, and Public Health Mental Health and Addictions Champions programs. Bluewater District School Board also has a First Nation, Métis, Inuit (FNMI) Advisor, and school-based equity and inclusion programs. Bluewater District School Board hosts a variety of other activities and projects that support equity and inclusion i.e. gender neutral washrooms, GSA staff leader meetings, GSA/FNMI student forums, and supports are available to welcome newcomer Canadians.
- 3 year Equity and Diversity Strategy for the Board, GSAs, School Equity contacts, Treaty recognition week, orange shirt day, Advisory Council on Aboriginal Issues, Black history month, PD sessions on Creating Positive Spaces and Focusing our Equity lens, newsletters, Equity and Inclusive Schools Calendar
- TDSB has an integrated equity framework that is being reflected in all of our work. We are an inclusive and caring environment which works diligently to promote a positive climate in all of its schools.
- By activating curriculum connections from K-12, Community Advisory Committee and Internal Working Group with focus on Indigenous Communities, students with LD, LGBTQ, poverty
- Our schools plan through our equity lens, incorporating language/culture/support, celebrating new diversity in our communities and supporting our FNMI cultures. We facilitate student and staff workshops, promoting cultural competencies and raise awareness of inclusivity. And we try to connect to achievement.
- Flexible programming. Sports programs. Student Success teams. Outdoor Education. PD for staff on understanding transgender. Indigenous Counsellor. First Nations initiatives. Student support fund. Assistive devices for special education students. SHSM.LGBT_GSA. Summer work experience. Many interest clubs.
- all are inter-related - we focus on student leadership and voice
- Student Well Being Committee is engaged in an environmental scan to determine the programs, supports and resources schools use to promote the components of the well-being strategy. The outcome of this scan will be to create a more comprehensive document that reflects the ways in which our schools promote equity and inclusive education, safe and accepting schools, healthy schools and positive mental health.
- -ongoing professional learning with staff at all levels; through the Board's strategic plan, Board Improvement Plan and School Learning Plans, community partnerships, policies/guidelines
- FNMI, board action plan, supporting racialized students in Ontario schools project, intramural programs, school wide after school soccer program
- Equity and Inclusive Education strategy and Accessibility Working Group, FNMI Strategy
- Through ongoing professional learning with staff at all levels. Strategy implementation with students. Board Strategic Plan communication.
- building staff awareness of issues related to culture, orientation and getting to know our students at a much more personal level

- Our School Board is committed to equity and inclusivity. Our Strategy includes a "positive inclusive learning environment". There is an equity and inclusion team at every school. We have a number of "Inclusion Coaches". We have special needs students in regular classrooms with coaching for teachers. This year we have added a student voice team that will develop a social/equity plan and promote awareness and acceptance of social and academic inclusion of peers. In addition, we maintain collaborative relationships with our diverse communities (example, Mennonites) and we have had LGBTQ training for school staff.
- Positive Space Committee, Under-Resourced Student Support, FNMI Education, Healthy Active Living, LD Learners, Imagine Canada
- formal welcoming protocols; presentations from Maurice Switzer "We Are All Treaty People"; FNMI guest speakers, elders, drumming sessions with artist in residence FN artists; gender and barrier free washroom, LGTBQ pledge poster in the gym and change rooms; best buddy program; community circles; LDAO presentations and advocacy rights; support all students being able to join clubs, activities; front foyer art that is done with community members and student input; differentiated instruction; 7 Grandfather Teachings; Acceptance Groups; integrating curricular goals with real life; EGALE presentation; ensure adults are modelling trusting and respectful relationships; deal with challenging behaviours of students and adults appropriately (name calling; bullying etc.)
- The SMCDSB has a mainstream philosophy whereby virtually all children are educated in their home schools, in the regular classroom environment. Our Equity and Inclusion strategy is well developed with a cross disciplinary planning committee which has organized and hosted numerous workshops and activities for students, staff and parents in our schools over the past several years. The committee promotes a multicultural and inclusive perspective to support all students including First Nation, Métis and Inuit, refugees, LGBT and English Language Learners.
- Programs to suit individual students
- Board personnel assigned to work within this portfolio. Initiatives in schools to support this culture.
- Part of PDSB Plan for Student Success - culturally responsive pedagogy - curriculum, assessment & instruction; engagement with our diverse community; celebration of diverse identities/communities.
- character days, supporting newcomers
- We have various groups ensuring that all students have a voice and feel safe. We have held a LGBT student conference, School based Speak Up events, and school-based presentations. Our FNMI students participate in the Leadership Camp. Our board has a newly established Student Support Fund to assist with inequities created by poverty.
- Flexible programming, dual credit programs, student success teams, school clubs, BMS training, Professional learning (i.e. transgender); link crew; LGBTQ:GSA, self-contained classrooms, Community food/clothing drive, Student Support Fund, Assistive devices, Indigenous counsellors
- Student Leadership, Student and Staff Training, Equity Inclusive Education Working Group,
- Equity and Inclusion Trustee Priority Updated; Belonging #seemyvoice
- Religious Accommodation Guidelines – Supporting Curriculum Accommodations and OHRC updated guidelines on Creed – professional development and support for implementation
- Media Centre; various DSBN Policies - Equity, Safe Schools, etc.; LGBTQ: Supporting sexual and gender diverse students in the learning environment; pride prom and pride Halloween dance; equity and inclusive education: a resource compendium; SWIS workers, unlearn presentation; religious accommodations guidelines; ESL - school-based and itinerant model to reflect our

demographics and to provide family choice; corresponding budget to match demographics; ESL best practices binder; all students have access to International Children's Digital Library (K-12); routes to Low German program - elementary and secondary; multicultural calendars in every school; welcome centre; FNMI initiatives and resources (e.g. Sacred Journey, Grade 6 Residential Schools, visions and voices, Native studies and Native Language courses); - see Program and Planning PowerPoint; FNMI SSS Structure - FNMI Cultural Supervisor, 2 Resource Teachers, 1 consultant; cultural awareness training (Ontario Federation of Indigenous Friendship Centres); AEAC; Orange Shirt Day; Residential School Tours/Survivor Series (Woodland Cultural Centre); Summer Heat; student voice - FNMI leadership conference and symposium, student trustee senate; EGALE training; COPA training - bullying prevention; HPE roll out sessions at local Mosque; HPE lessons plans across grades; positive spaces (responsive to needs) - in progress; social justice resource kits; student trustee senate initiative - show your colours to support inclusion and diversity; DSBN Academy; library vendor fair - inclusive texts; accessibility plan; google read and write; communications department ensures posters/resources show diversity of our student population; prayer rooms in schools

- Professional development opportunities in EIE
- Policies and protocols are in place to support equitable and inclusive spaces. We offer educational opportunities for all staff and student. All secondary schools have a GSA. It is built into our character education programs as well as mental health promotion programs
- Equity Implementation Plan created and implemented. Plans to expand based on community input from our Community Voice initiative
- We have a very active EIE committee which includes external organizations that represent a wide variety of equity lenses. EIE is a part of our culture.
- TDSB has an Equity Framework (see the board's website for details). The board is also making strides in Indigenous Education and now has each school opening the day by acknowledging Indigenous traditional territories
- Superintendent, centrally assigned Principal and facilitators oversee and guide the work in this portfolio.
- We have developed a very comprehensive curriculum on FNMI issues which is being implemented in our schools, we have implemented many strategies to foster acceptance of LGBTG youth in our schools
- We have a comprehensive curriculum locally developed on FNMI topics, and are already implementing many initiatives to foster the acceptance of LGBTQ in our schools
- implementation of inclusion of our students in community schools
- Through our work on the Accountability Framework and Strategic Planning, we reflect on and revise our Board policies to be equitable and inclusive. Other initiatives: We All Belong, See My Voice, Wellness Circles, Equity and Inclusion Networks, - Updating Religious Accommodation guidelines, Social change-makers.

Safe and Accepting Schools

- Bullying Prevention and Awareness programs. 2. Collaborative Problem Solving (CPS) is used with all students as a framework to build and improve relationships by working collaboratively to solve problems/issues/concerns. 3. Culturally Responsive Teaching (CRT) is a teaching practice that encourages understanding of differences. CRT enables creation of safe places where students can express their identities without harassment or bullying. CRT is an intentional way of teaching that takes into account the visible and invisible complex identities of each student. In the Halton DSB, culturally responsive teaching reflects our Equity Lenses

(Ability, Faith, First Nation, Metis, Inuit, Gender, Sexual Orientation/Gender Identity, Socio-economic Status, Race / Culture. 4. Asset Building: Development Assets represent the relationships, opportunities and personal qualities that young people need to avoid risks and to thrive. 5. Restorative Practices are used to support the whole school approach to positive school climate and bullying prevention/intervention by engaging the community to adopt a unified set of practices and enhance respectful relationships, build empathy and compassion, and strengthen acceptance of responsibility. Positive Space LGBTQ - every school has a GSA (Gay Straight Alliance) extracurricular group or a PRYDE (Please Respect Your Diverse Environment) group for intermediate students.

- Every school has a Safe Schools Committee which works throughout the year on anti-bullying campaigns, active engagement of positive, inclusive activities for students, and the promotion of help-seeking behaviours for students with caring adults
- 3 year Safe and Accepting Schools Strategy, Social Justice Groups, Pink Shirt Day, Safe Schools Committee, teaching social skills and relationship skills, student leaders for Propositivity events, Buddy Benches, Conflict vs Bullying information campaign,
- Each school has a positive/caring adult program to make our schools welcoming and to help our students develop a sense of belonging.
- Restorative Practices, VTRA, Therapeutic Crisis Intervention (TCI), SafeTALK
- Our push is focused on strengthening resolve and resolution through restorative practices, moving from punitive punishment to a more accepting and understanding way of healing and working through issues that come forward.
- Character Education with assemblies. Spirit days.
- competency training - cultural awareness; GSA forums; safe schools
- Student Well Being Committee is engaged in an environmental scan to determine the programs, supports and resources schools use to promote the components of the well-being strategy. The outcome of this scan will be to create a more comprehensive document that reflects the ways in which our schools promote equity and inclusive education, safe and accepting schools. Healthy schools and positive mental health.
- admin and staff training on whole school approach (WITS, Mend); through the Board's strategic plan, Board Improvement Plan and School Learning Plans, community partnerships, policies/guidelines
- Gr9-12 school staff house teams, monthly student council challenges, collaboration across initiatives
- Wellness Team supports this work, collaborating with, Early Years, School Effectiveness Lead, First Nations, Metis, Inuit Lead, Math Lead and Equity work.
- Admin & staff training on whole school approach; ex. WITS, MEND. Communication with parents.
- We are working hard on this agenda and have character education and anti-bullying programs in each school
- There are safe school teams in all schools. They are examining the current Safe School Climate Survey and implementing a plan to respond, especially re: bullying. We have protocols for threatening behaviour, violence, etc. We have school police constables associated with our schools.
- Self Regulation, Poverty, Positive Space, Climate Survey, Mental Health, Mindfulness, PRISM Plan, Restorative Practices, GSA Conference, Power to Change Camp
- Much overlap with above; supporting parents with equity and LGBTQ. LD perceptions; discuss supportive measures; work with OPP liaison Officer; Bullying Intervention and Prevention Plans;

Character Ed programs; students design and speak to How We Treat Each Other; MADD presentation; HERO power/COWARD power; classroom dialogue; Town halls with SAC for student voice; Safe and Accepting Schools Committees; Anti-bullying dedicated phone in, team of teachers dedicated to being watchful of and exploring inclusive practices amongst staff; work directly with students, staff and parents to ask what support should look like (pansexual; transgender)

- The board has an inclusive special education model with focused supports for students who have safety concerns. We have a well-established staff training program (BMS) for administrators and education staff. The board utilizes a progressive discipline approach that considers mitigating factors and we have a 10 year history of using restorative practices (including classroom circles).
- Board personnel assigned to work within this portfolio.
- Climate Team in each school promoting bullying prevention & intervention, restorative practices, inclusion of equity & inclusive practices within HPE curriculum, strong partnership with Peel Police, OPP, with a focus on positive mental health, bullying reduction type programs appear to be reduced
- Our administrative procedures have been revised and we have a newly created Police Protocol. Our staff participate in Behavioral Management training and Violent Threat Risk Assessment training.
- link crew, web crew, revised police protocol, violent threat risk training, peer helper programs and school clubs, alternative classroom settings, student council/student trustees, progressive discipline, caring teachers, RADS survey, pathways to thrive framework
- Board-wide School Climate Survey, Student Leadership, Staff Training, Suicide Prevention and Postvention protocol, Alternative programs, Community Partnerships, Situation Table
- Safe and Accepting School Programs e.g. WITS; Respect; Student Voice Sessions to action TTFM Data and to provide students with opportunities to drive change in their schools
- Zones of Regulation training for staff, implementation of Mind Up curriculum, Tier 2 and 3 student support by social work and child and youth worker support staff
- Policies and protocols are in place to support safe and accepting schools. We offer educational opportunities for all staff and students. It is built into our character education programs as well as mental health promotion programs.
- Safe and Accepting Schools Teams in schools use data from the Safe Schools Audit and School Climate surveys to create and implement a School Safety Plan that includes a Bullying Implementation and Prevention Plan. A Safe Schools Steering Committee provides direction and supports for Safe and Accepting Schools Teams. Integration of Safe Schools and Well-Being, including Equity and Mental Health. Resources posted and made available on the Safe Schools Portal. We work with researchers to provide evidence-informed training e.g. Dr. Shanker partnered with the Board to implement Self Regulation
- We have included an 'other' category under gender in our forms, we have created gender neutral washrooms, our elementary schools all have locked entry
- We have included 'other' in application forms, elementary schools all have locked entry, we have a Welcome Center at our Ed Center for new/ immigrant families
- creating a positive school climate which includes parent/families and community partners
- Use of Restorative Circles, supporting programs in our Schools such as Link Crew where Grade 12 students mentor, Grade 9 students. Also Web Leaders who are Grade 8 & 9 students supporting the Grade 7 students.

- Using data from the “Tell Them from Me” surveys and taking action on the data. There are Safe School Committees in each of our schools. Supporting the HP Curriculum and its` integration in grade 10-12 curriculum. Recognition that the present Grade 11 and 12 students have not had the new curriculum while they were in Grade 9 and 10, therefore there is a need to catch-up.

Healthy Schools

- HDSB uses Tell Them From Me survey results to gather input and the HDSB has set targets in the Multi Year plan for improvements in students reporting a sense of belonging and a sense of personal well-being.
- A number of our secondary schools are working alongside Public Health to obtain certification as ‘Healthy Schools’. Health and wellness promotion is modelled by staff in many ways. Healthy breakfast options are available to students in our partnership with the Ontario Student Nutrition Program (OSNP). Classroom discussions using the Health and Physical Education curriculum are also supportive.
- working with the local health departments and health nurses to build Foundations for Healthy Schools, smoking cessation programs, breakfast programs, peer pals playground programs,
- We have Breakfast programs, Daily Physical Activity programs and have integrated our Health and Physical Education curriculum. We recognize the importance of early interventions and emphasize developing social and emotion skills at all levels.
- By activating curriculum connections from K-12, Administration Professional Learning (Well Aware), Every School Day Counts, partnership with local public health to promote healthy choices and physical activity
- Our partnerships with APH, and other partners promoting healthy schools through DPA and Nutrition programs are essential to our healthy school environments.
- Breakfast and snack program. Daily physical activity, elementary. Community gardens. Partnerships, e.g. Shaw Woods and CPAN. Fitness courses. Thrift stores. Guest instructors, e.g. yoga. Monitored adherence to Ministry and Board Health and Safety regulations.
- nutritional program support, water stations, playground equipment, partnerships with community agencies Northwest Health Unit
- Student Well Being Committee is engaged in an environmental scan to determine the programs, supports and resources schools use to promote the components of the well-being strategy. The outcome of this scan will be to create a more comprehensive document that reflects the ways in which our schools promote equity and inclusive education, safe and accepting schools. Healthy schools and positive mental health.
- community partnerships, policies/guidelines, DPA, ongoing communication with schools and community
- Red Cross and Timmins Native Friendship Centre programs supporting breakfast program
- Ongoing work in this area supported by Red Cross food programs. Supporting overall health is a priority.
- Community partnerships. Policies / guidelines. DPA. Ongoing communication with schools & community.
- There are healthy school committees in a number of our schools and they promote healthy living practices. Every school has a breakfast/snack program. Two high schools have "healthy food" restaurants with student chefs. We are part of the Huron Healthy Community Challenge with this year's focus on "water does wonders". We partner with our Health Units.
- Healthy Active Living Consultant, Feed All Four Model, Arts Consultant, Bullying Prevention, Safe and Accepting Schools, Restorative Practices

- School Gardens; Healthy Eating focus; After school cooking classes; Environmental Health and Northern Fruit and Vegetables Program; discussions re: sleep and effects of lack of sleep; Food En Francais (cooking via French instruction); connecting with community health practitioners for team presentations; daily nutrition program; promotion of outdoor education initiatives (canoe trips, skiing, skating, snowshoeing; variety of sports opportunities and house league events; student food bank; salad bar program; ride bike to school days; walking bus program(in good weather)
- The SMCDSB has a well-established partnership with the District Health Unit where numerous prevention and health promotion initiatives have been implemented in relation to healthy eating, physical activities outdoors, smoking cessation, and drug and alcohol education. Our board has partnered with the University of Waterloo for a multiyear research program where health practices are surveyed annually in all of our high schools including physical exercise, sedentary behaviour, sleep, nutrition, substance use and mental health practices including self regulation. Data is provided to each high school on an annual basis for the purpose of developing school action plans in relation to physical and mental health.
- Free breakfast programs and some lunch services, nutritionally appropriate
- Board personnel assigned to work within this portfolio. Initiatives in schools to support this culture.
- Strong partnerships with Peel Health, expanded services to employees through inclusive EAP program, supports through Health & Wellness division of Human Resources
- breakfast clubs (Niagara Nutrition Partners)
- if we really hope to realize the full potential of well-being (student and staff) it requires full time public health nurses/health promoters in every school, public health has been doing this work - often unrealized
- The curriculum department works closely with the health unit to support healthy living habits as outlined in the Health and Physical Education curriculum.
- Character Ed assemblies, breakfast/snack programs, daily physical education/outdoor ed. grants, community gardens, Student Support Fund, SnowSuit Fund, Community partnerships, school activities/ clubs
- Healthy Eating, Physical Activity Programs, Partnerships with Public Health Unit, Community Gardens, Healthy Cafeterias (local food),
- HPE Public Health Partnerships- curriculum; healthy community initiatives;
- Wellness Wednesday activities for staff, Wellness professional development opportunities for staff
- Policies and protocols are in place to support healthy schools. We offer educational opportunities for all staff and student. It is built into the health and physical education curriculum
- TDSB has an Active Transportation Charter which is being activated in some schools by encouraging students to walk/cycle to school, and many school councils are starting to work on their concerns about traffic safety by asking their councilors to make the streets safer.
- We have nutrition breaks, some schools are on a balanced day schedule, we have an outdoor education Center accessible to all schools, some schools have created an outdoor education component, many schools with breakfast programs accessible to ALL students
- Active Transportation Initiative - walk, bike to school instead of taking the bus where it is feasible in certain parts of our Board. Partnerships with Public Health partners, concussion Policy, asthma Protocol (Ryan's Law), Trans Fat & Sugar Policy (Serving healthy foods in our schools), Code of Conduct, Bullying Prevention

Positive Mental Health

- HDSB hosts an annual Mental Health Week, posts video links and online resources for parents, and has posted a mental health video on the website for everyone's use.
- Under the direction of School Mental Health ASSIST (tri-ministry initiative) we have developed our Mental Health and Wellness strategy focused on a three tiered approach. Results include tracking programs, gains in terms of mental health awareness and literacy, decreased stigma in our schools, and excellent collaboration with community partners. This has led to a dramatic increase in school-based services being provided using all three tiers of intervention, earlier intervention, and clearer pathways to care for students with intensive needs. We are tracking data in terms of students who receive services, emergency room visits with students, suicide prevention/intervention protocols, and action plans.
- 3 year mental health strategy, Promoting Mentally Healthy schools project, mental health newsletters, evidence based programs to promote self-regulation/social skills/coping with stress/mindfulness, mental health week, Random Acts of Kindness, collaborative inquiries with educators on promoting mental health, Mental Health literacy, using Supporting Minds in classrooms with teachers to support students, TAMI program, ongoing PD for staff, Be You-You Belong at KPR video,
- Well-being of staff and students is one of the three main foci of the TDSB's "A Vision for Learning in the TDSB". We have established student well-being committees held Learning Summits for the students, formed community partnerships and have a Parents as Partners committee that deals with the mental health and well-being of students
- By activating curriculum connections K-12, Implementation of AMH Assist Modules, Social, Emotional Learning Programs, FASD Awareness Training, Brief Intervention for school clinicians (BRISC)
- Our Algoma Model foundation has really helped to bring the community partners to the table. We have a healthy EAP, and programming like AI's Pals and MindUp engage our staff and students in positive mental health. Our Mental Health lead does an incredible job as well as our Safe Schools and Community lead at connecting our partners and serving our students and staff.
- School Support Counsellors. ASIST and safe Talk training. Crisis Intervention team. Mental Health 101(Supporting Minds). Character Education program. Community partnerships for mental health services; Telemental health. Pilot programs in social and emotional learning: e.g. Mindfulness, Friends program, Mindset training. Mental health and addiction nurses. Mental health therapists, secondary. Tiered approach for mental health.
- MH strategy - MH Champions, counselling services, educator capacity building, parent engagement, MH promotion campaign
- Student Well Being Committee is engaged in an environmental scan to determine the programs, supports and resources schools use to promote the components of the well-being strategy. The outcome of this scan will be to create a more comprehensive document that reflects the ways in which our schools promote equity and inclusive education, safe and accepting schools, healthy schools and positive mental health.
- Mental Health Strategy, through the Board's strategic plan, Board Improvement Plan and School Learning Plans, community partnerships, system teams for in school support, staff professional learning
- Mental Health and Well-Being strategy, mindful bottle program, take a mind break and reading programs

- Mental Health and Well Being Strategy, multiple points of collaboration across all initiatives to ensure well-being for all. Child as center as main focus for all decisions from board strategic plan to all supports within school community
- Mental Health strategy. System teams for school support. Community partnerships. Staff professional learning.
- Supporting staff awareness, working with our partners to implement a tiered approach supporting students in a timely fashion at the right level.
- We have a Mental Health and Well-Being strategy with a focus on positive MH promotion, MH prevention, and pathways to Care. We have Collaborative Proactive Solution teams, mindfulness, Teen Esteem/Elements groups, everyday mental health and well-being practices/initiative.
- Mindful Martial Arts, Young Warriors, Community Partnerships, Elephant in the Room (Stigma Reduction), MindsUp Curriculum, Mindfulness Practices, Prevention, Mental Health First Aid, Roots of Empathy, 1 in 5 Mental Health Symposium
- Girls Group weekly meetings with leadership from Public Health Unit; Guy's Group with leadership from Attendance/Crisis Centre; Mind UP, Brain Breaks; DARE program; Staff trained for signs of anxiety, etc.; growth mind set explored and challenged by all staff; CDC support; PD sessions on mental health; guest speakers for mental health; exam day yoga and meditation sessions;
- All schools at SMCDSB promote positive mental health within the framework of their School Improvement Plans. Each school has developed a chart of activities that support a) stigma reduction, b) mental health promotion, c) social emotional learning, d) prevention for high risk groups, e) internal pathways of support, f) external pathways for care. SMCDSB is in its 5th year of a comprehensive mental health strategy that covers MH awareness, literacy, prevention, promotion and support. All of our elementary schools have instituted positive mental health promotion programs such as Roots of Empathy, Zones of Regulation, Playground Activity Leaders (PALS), Can You Feel It (stress management) and Mind Up to augment the positive mental health strategies promoted by the Mental Health Lead in concert with Mental Health ASSIST.
- offering counselling services and Mental Health team
- Comprehensive Mental Health strategy, individual school teams, Decision Support Tool, suicide prevention & intervention
- DSBN Mental Health Strategy (including Tiers of Intervention, Pathway to Care)
- This is the focus in schools, parent presentations, and wellness days.
- Our Mental Health lead has trained a number of staff in Mental Health 101, ASSIST, and various preventative programs to promote mental health (mindfulness, Friends)
- Tiered mental health response, Board and School Leadership teams, Training in Mental Health 101, Supporting Minds document, SafeTALK/ASIST, Planning Document/ Protocol for Suicide Prevention, Intervention and Postvention, Community Partnerships, School Support Counsellor role, Programs (mindfulness, yoga, zones of regulation), outdoor ed activities link nature and mental health, School Clubs/lunch time groups, focus on evidence based programs and practices, Engaged student councils/student voice
- Staff Training, School Well-being Champions, Attendance Campaign, Surveys, School-based Initiatives, Staff Well-being Initiatives.
- HPE curriculum; sweats; FNMI students connected with community members monthly Roots of Empathy, Mindmasters; FRIENDS for Life; FRIENDS Youth; MyHealth Workshops and follow-up

- BeWell Campaign for students, ASIST and SafeTalk training for staff, Mental Health Minute/moment for staff
- Policies and protocols are in place to support positive mental health. We offer educational opportunities for all staff and students. Class wide mental health promotion programs are offered to all JK, K, Grade 1, 4, 7, 9, and 10 students throughout the board. We actively participate in community promotional events such as Children's mental health week.
- Mental Health is embedded with Safe Schools initiatives. Mental Health Advisory provides direction. Evidence-Informed training on Mental Health First Aid and Suicide Prevention
- Accessing Leading Mentally Healthy Schools resource
- We have a Mental Health Lead who works to promote positive mental health for students and staff.
- The board conducts regular student censuses, and has a mental health strategy. Mental Health lead works with SOs and Psych Services to support the work.
- One PA Day dedicated to this.
- We have provided money in the budget to train all teachers in mental health, we have increased the numbers of social workers in or schools, our youth counsellors are delivering social programs and resiliency strategies in classrooms.
- Budget allocations to allow for the training of all teachers on mental health, increased numbers of social workers in the system, youth counsellors delivering programs on social skills, resiliency strategies etc.
- All staff members are trained in Mental Health First Aid
- Partnerships with Community agencies and other Boards. Suicide Prevention- Pier 1 Intervention-supportive Principals in Tier 1 interventions and further. WITS-Zones of Regulation. Pathways to Care- building relationships. Character Always- recognition at the end of each month in schools, end of year award for graduating elementary and secondary students. Roots of Empathy program. Mind Master-family-based (program from CHEO- Children's Hospital of Eastern Ontario). "Friends"-anxiety and depression (skills to recognize these phenomena). Mental Health 101- PD on "What is Good/Positive Mental Health" shared with staff and students. Mindfulness to help recognize signs. Sweats- Indigenous peoples.