

2025–26 Annual Mental Health and Addictions Action and Implementation Plan



Mental Health and Addictions Annual Action Plan Template

This template is designed as a working document to assist you to build on the priorities to create a clear action plan for advancing student mental health and wellness for the school year.

PPM 169 requires boards to post their annual action plan to their websites by June 30, 2024. Many boards summarize the Action Plan in a format consistent with their board's communications style. The summarized document will meet the requirements of PPM 169.

Gather Information

To help to ground the action plan, Mental Health Leadership Teams can draw on:

- ▶ A review of the Board Mental Health and Addictions (MHA) Strategy and Action Plan, and related progress.
- ▶ Considerations highlighted in information gathered from various sources (e.g., SMH-ON scan, data from summer mental health services, public health guidance, survey data and other sources)
- ▶ An assessment of available resources (e.g., board-developed materials, SMH-ON Toolkits and resources)

Establish Priority Areas

Considering the priorities established in your Mental Health and Addictions Strategic Plan and in discussion at your Mental Health Leadership Team, decide on your board's priorities for this school year, and what supports must be in place to address the priorities you have identified. Consider how your priorities align with the **Six Focus Areas noted in the SMH-ON 2024-2025 Action Plan**.



Six Focus Areas: Please note these are the focus areas noted for 2024–2025. They may be slightly modified for 2025 – 2026 however it is anticipated that the themes will continue.

- 1** **Centre** the needs of students who are **disproportionately impacted** by the social determinants of health, racism, and/or marginalization through an explicit focus on reconciliation, equity, and identity-affirming school mental health.
- 2** **Enhance wellness and life promotion, mental health literacy, and engagement** within the context of mentally healthy learning environments through meaningful connections with parents, caregivers, and community.
- 3** **Create** opportunities for meaningful **consultation, contribution, partnership and leadership**, to engage students in identity-affirming mental health promotion and stigma reduction.
- 4** **Strengthen** the **knowledge** and confidence of system and school staff to promote student wellness, **identify** and **support** students experiencing mental health problems and **facilitate help-seeking** when needed.
- 5** **Support** school mental health professionals to take an **identity-affirming approach** to use brief, evidence-informed prevention and early intervention protocols, including suicide risk assessment, intervention and postvention.
- 6** **Prioritize** system and school leadership across the **service continuum**, in collaboration with community partners, to contribute to an improved system of care for child and youth mental health, following *Right Time, Right Care* principles.

Choose Related Actions and Supports

Decide which actions, resources, and supports will be most helpful to achieve the goals, address priority areas and contribute to achieving the desired outcomes and outputs. Consider your board Mental Health and Addictions Strategy, local needs and resources, issues of equity and inclusion, and other factors.

Articulate the Action Plan

Use the template to specify **what** action, by/for **whom**, introduce **when**, and **how** to monitor. Communicate the Mentally Healthy School Action Plan in alignment with your Board Improvement and Equity Plan.


Your SMH-ON Implementation Coach is available to support you with this work.




Priorities from Mental Health and Addictions Strategic Plan and Mental Health Leadership Team discussions

Priorities from 3 Year MHA Strat Plan	Board Mental Health and Addiction Priority Statement (do these address the current identified needs of your students?)	SMH-ON Focus Areas Addressed by the Priority
Priority #1	Create and sustain mentally healthy schools	<input type="checkbox"/> centre disproportionately impacted students <input type="checkbox"/> enhance mental health literacy and engagement <input type="checkbox"/> create opportunities for student engagement <input type="checkbox"/> strengthen system and school staff knowledge <input type="checkbox"/> support school mental health professionals <input type="checkbox"/> prioritize leadership across service continuum
Priority #2	Provide evidence informed, identity affirming and culturally relevant mental health promotion, prevention and intervention	<input type="checkbox"/> centre disproportionately impacted students <input type="checkbox"/> enhance mental health literacy and engagement <input type="checkbox"/> create opportunities for student engagement <input type="checkbox"/> strengthen system and school staff knowledge <input type="checkbox"/> support school mental health professionals <input type="checkbox"/> prioritize leadership across service continuum
Priority #3	Support the mental health and well-being of Indigenous students in partnership with Indigenous Education	<input type="checkbox"/> centre disproportionately impacted students <input type="checkbox"/> enhance mental health literacy and engagement <input type="checkbox"/> create opportunities for student engagement <input type="checkbox"/> strengthen system and school staff knowledge <input type="checkbox"/> support school mental health professionals <input type="checkbox"/> prioritize leadership across service continuum
Priority #4	Enhance community partnerships to move towards an integrated tiered system of care in line with Right Time, Right Care	<input type="checkbox"/> centre disproportionately impacted students <input type="checkbox"/> enhance mental health literacy and engagement <input type="checkbox"/> create opportunities for student engagement <input type="checkbox"/> strengthen system and school staff knowledge <input type="checkbox"/> support school mental health professionals <input type="checkbox"/> prioritize leadership across service continuum




Goals from 3-Year MHA Strat Plan	Key Actions	Audience (whom the action is intended to support)	Timeline	Anticipated Outcomes and Indicators of Success	AIM (Tier 1, 2 or 3) 	Resources (SMH-ON and Board, other evidenced informed sources)
Create and Sustain Mentally Healthy Schools						
Embed mental health and well-being at all levels of the school board	Continue to review the Leading Mentally Healthy School e-book	School and System Leaders	September to June	All Principals aware of and using E-book	Tier 1 Tier 2 Tier 3	Leading Mentally Healthy Schools
	Mental Health and well-being goals embedded in School Improvement Plan	All staff and students	September to June	Individualized Mental Health and well-being goals established in every school applicable to the school's context	Tier 1 Tier 2	School Improvement Plan School attendance and achievement data
	Ensure that educators are aware of and using resources available from School Mental Health Ontario	Educators	September to June	Increase awareness of Wayfinder specifically and other School Mental Health Ontario resources for educators	Tier 1	SMH-ON Wayfinder Everyday classroom practices
100% of Grade 6, 7,8 and Careers classes deliver mental health literacy modules	Train new Gr 7, 8 and Careers teachers in module delivery	Teachers	September/October	All Grade 7 and 8 teachers delivering MH 7 and 8 with confidence	Tier 1	MH 7 and 8 modules Social Work staff
	Train all Grade 6 teachers in module delivery	Teachers	Fall PA Day	All Grade 6 teachers delivering MH 6 with confidence	Tier 1	Grade 6 educators MH 6 modules Social Work Staff
	Collect data on delivery of modules	Teachers	As mandated	Data collected and submitted	Tier 1	Time
Dare to Care delivered in %100 of elementary schools (Social Emotional Learning)	Have a Dare to Care (SEL) lead in every school	Staff	Lead chosen by October	Increased student awareness of what is and what is not bullying. Increased kindness and collaboration amongst students	Tier 1	Dare to Care program
	Dare to Care (SEL) delivered in every school	Students	September to June	Increased student awareness of what and what is not bullying. Increased kindness and collaboration amongst students	Tier 1	Dare to Care program
	Dare to Care (SEL) modules for parents made available to all parent	Parents	September to June	Increased parental awareness of what their child is learning in to order enhance communication and support	Tier 1	Dare to Care Program




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Provide evidence informed, identity affirming and culturally relevant mental health promotion, prevention and intervention						
Enhance mental health promotion in schools	Develop and distribute parent/guardian mental health monthly newsletter for both panels	Parents/guardians	September-June	Monthly newsletter sent. Increased parental/guardian mental health literacy knowledge	Tier 1	Resources from sources such as: -SMH-ON By your side -CAMH -CMHA
	Host a Headstrong summit to empower student voice	Every student	October 2025	School Based Headstrong Committees formed to empower student voice as it relates to mental health promotion	Tier 1	Mental Health Commission of Canada Headstrong Summit guidelines
	Develop and distribute board wide school activities for Mental Health Week	Every student, every school	May 2026	Increased student and staff awareness of mental health literacy	Tier 1	Resources from sources such as: -SMH-ON By your side -CAMH -CMHA
Ensure that students receive evidence-based mental health intervention in schools	Ensure that all Social Workers are trained in BRISC, CBT, SBIRT and virtual care	Social Workers, students	September to June	Increased fidelity to intervention models and increased skill set amongst Social Workers	Tier 2	SMH-ON trainings
	Continue with implementation of Measurement Based Care using Greenspace	Social Workers, students	September to June	Greenspace fully implemented. Increased use of Measurement Based Care during sessions	Tier 2 Tier 3	Greenspace
Support students with more intensive mental health needs	Develop and deliver two levels of suicide intervention training differentiated by role in schools	School staff, students	September to June	Increased knowledge of an appropriate depth and breadth of school staff based on their role	Tier 3	Prepare, Prevent, Respond
	Continue to improve communication between school, crisis services, inpatient hospital unit and intensive community treatment programs	Students requiring Tier 3 supports	September to June	Improved communication and seamless transition for students and families during times of crisis	Tier 3	Time
	Train Social Work staff in Dialectical Behavioural Therapy skills to support students waiting for more intensive treatment	Social Work staff, students	September to June	Reduced distress and increased skills for students with intensive mental health needs	Tier 3	Dialectical Behavioural Therapy training



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Support the mental health and well-being of Indigenous students in partnership with Indigenous Education						
Increase awareness and appropriate use of the Thunderbird Life Promotion Toolkit	Co-develop a communication and implementation plan for distribution of the toolkit with the Indigenous Education Department	Indigenous students, staff	October and November	Increased knowledge for staff of Life Promotion resource and increased well-being for Indigenous students	Tier 1 Tier 2 Tier 3	Life Promotion Toolkit Time
Increase parent/guardian mental health literacy specific to Indigenous ways of knowing	Co-develop a distribution plan for the parent/guardian resources with Indigenous Education after release from School Mental Health Ontario and First People's Wellness Circle	Parents/Guardians	September to June	Increased culturally appropriate mental health literacy for parents/ guardians	Tier 1	SMH-ON and First People's Wellness Circle
Increase Social Work Team knowledge and skills for working with Indigenous students	Engage in cultural competency training for mental health professionals	Mental Health Team Staff	PA Day	Increased cultural competency in providing mental health services to Indigenous students	Tier 1 Tier 2 Tier 3	Training



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Enhance community partnerships to move towards an integrated tiered system of care in line with Right Time Right Care (RTRC)						
Finalize Traumatic Events Protocol	Review draft protocol with stakeholders	System and school leaders	Fall 2025	Finalized protocol for school and board response during traumatic events	Tier 1 Tier 2 Tier 3	SMHO-ON responding to Traumatic Events Psychological First Aid Traumatic Events System (TES) Training
	Submit protocol for approval	System and school leaders	January 2026	Protocol available	Tier 1 Tier 2 Tier 3	SMHO-ON responding to Traumatic Events Psychological First Aid Traumatic Events System (TES) Training
Move forward with Right Time Right Care implementation	Regular meetings with co-terminus boards to articulate the continuum of services in schools	Every student	September 2025 to June 2026	Articulated vision of RTRC moving towards implementation	Tier 1 Tier 2 Tier 3 Tier 4	Every Student Every School
	Regular coaching meetings with School Mental Health Ontario	Every student	September 2025 to June 2026	Articulated vision of RTRC moving towards implementation	Tier 1 Tier 2 Tier 3 Tier 4	SMH-ON Coach
	Regular meetings with Lead Agency and other partners as directed	Every student	September 2025 to June 2026	Articulated vision of RTRC moving towards implementation	Tier 1 Tier 2 Tier 3 Tier 4	Time
Participate in the local Icelandic Prevention Model Coalition for substance use prevention	Attend regular coalition meetings	All community members	September 2025 to June 2026	Implementation of model	Tier 1	Planet Youth
	Support implementation as needed	All community members	September 2025 to June 2026	Implementation of model	Tier 1	Planet Youth



Mental Health & Addictions Leadership Team

It is anticipated that the Board Mental Health Strategy will be co-created with the support of the Mental Health Leadership Team. List all members of the Leadership Team and the stakeholder group that they represent to acknowledge their contribution and endorsement.

Bruce Bourget, Director of Education
Sarah Clarke, Mental Health Lead
Melanie Bertrand, System Principal of Student Success
Cori Pitre, Chair of the Equity and Inclusive Education Standing Committee
Kate MacKenzie, System Principal of Program
Danielle Williamson, System Principal of Special Education
Tim Nadjiwon, System Principal of Indigenous Education
Travis Corbiere, System Principal of Indigenous Education



Signature of Mental Health Lead

June 27, 2025

Date

Signature of Responsible Superintendent

Date



Signature of Director of Education

June 27/25

Date

Additional resources

