

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	☒ Centre every student and family. ☒ Equip school and district staff. ☐ Differentiate and scale programming. ☐ Expand and enhance partnerships. ☒ Encourage connection, community and calm.
Priority #2	Provide evidence-informed, identity affirming and culturally relevant mental health prevention, promotion and intervention.	☒ Centre every student and family. ☒ Equip school and district staff. ☒ Differentiate and scale programming. ☒ Expand and enhance partnerships. ☒ Encourage connection, community and calm.
Priority #3	Support the mental health and well-being of Indigenous students in partnership with Indigenous Education.	☒ Centre every student and family. ☒ Equip school and district staff. ☒ Differentiate and scale programming. ☒ Expand and enhance partnerships. ☒ Encourage connection, community and calm.
Priority #4	Enhance community partnerships to move toward Right Time Right Care.	☐ Centre every student and family. ☐ Equip school and district staff. ☐ Differentiate and scale programming. ☒ Expand and enhance partnerships. ☐ Encourage connection, community and calm.



Goals from 3-Year MHA Strat Plan	Key actions	Audience (whom the action is intended to support)	Timeline	Anticipated outcomes, indicators of success	Data source or measurement tool	MTSS (Tier 1, 2 or 3)	Resources (SMH-ON and board, other evidenced informed sources)	SMART Objective (specific, measurable, attainable, relevant and timebound)
PRIORITY #1 CREATE and SUSTAIN MENTALLY HEALTHY SCHOOLS								
Example	Special Education Teachers will complete the MH LIT modules	Special Education Teachers	January to June 2027	Increased knowledge of how to recognize the signs of mental health concerns.	Pre-post survey	Tier 1	MH LIT Modules for Special Education Teachers	By June 2027, at least 70% of special education resource teachers who complete the MH LIT modules will report increased knowledge of how to recognize the signs of mental health concerns.
Deliver the MH 6, 7, 8, and 10 modules in every applicable classroom across the board.	Provide professional learning to Grade 6 teachers on delivery of the new modules.	Grade 6 teachers	Fall 2026	Confidence in module delivery.	Post survey	Tier 1	Modules Educator Guides	By June 30, 2027, 100% of educators will deliver the mandatory Mental Health Literacy learning in Grade 6, 7, 8 and 10 classrooms.
	Ensure that Principals continue to communicate the mandatory requirements for module delivery.	Principals and Grade 6, 7, 8, and Careers teachers	September 2026	Teachers planning for module delivery early in the academic year.	Feedback from Principals	Tier 1	N/A	By June 30, 2027, 100% of educators will deliver the mandatory Mental Health Literacy learning in the grade 6, 7, 8 and 10 classrooms.
	Provide access to professional learning for new Grade 7 and 8 Health and Careers teachers who've never delivered the modules. Ensure clear communication to the system re: who is expected to deliver the modules.	Grade 7, 8 and Careers teachers	Fall 2026	Confidence in module delivery for educators delivering modules for the first time.	Feedback from educators	Tier 1	Mental Health Team Modules	By June 30, 2027, 100% of educators will deliver the mandatory Mental Health Literacy learning in the grade 6, 7, 8 and 10 classrooms.
Finalize a revised version of the Suicide Prevention, Intervention and Postvention Protocol.	Incorporate new training plan into protocol. Post protocol on board website.	All staff	Summer 2026	Finalized protocol, training delivered.	N/A	Tiers 1 to 4	Prepare Prevent Respond National Guide for Suicide Prevention and Life Promotion in Schools Life Promotion Toolkit	The most up to date protocol will be posted on the board website by September 1, 2026.



Provide supports for students who are vaping and want to address this	Continue to deliver Suicide Intensive training for designated school leads. Develop and deliver suicide intervention foundational training.	All staff	2026-2027 school year	Role specific knowledge and confidence	Training feedback surveys	Tiers 1 to 4	Prepare Prevent Respond	We will deliver two days of suicide intensive training and one day of foundational training in the 2026/2027 school year
	Ensure all staff are aware of suicide intervention flow charts.	All staff	Fall 2026	Staff familiar with appropriate flow chart for their role	Feedback from administrators	Tiers 1 to 4	Flow charts	Suicide intervention flow charts will be reviewed with all educators in the 2026-2027 school year
	Identify and connect with students who are vaping.	Students who are vaping	2026-2027 school year	Participation in Quash groups	Number of students participating	Tier 2	Partnership with the Lung Foundation	We will offer vaping cessation supports to students in RDSB secondary schools.
	Run Quash quit groups in designated secondary schools.	Quash trained staff Students who are vaping		Reduction in vaping in schools	Self-report from students	Tier 2	Partnership with the Lung Foundation	We will increase the number of schools offering vaping cessation programs in the 2026/2027 school year.



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Provide evidence-informed, identity affirming and culturally relevant mental health prevention, promotion and intervention								
Create overview of Social Emotional Learning (SEL) requirements and resources	Partner with elementary and secondary program staff.	Students Teachers	Fall 2026	Improved SEL delivery	Feedback from Principals and educators	Tier 1	- Kids in the Know - MH 6, 7, 8, 10 - PPM 169 - Erin's Law - Cyber Legends - Zones of Regulation - Minds Up - Harmony Academy	We will create an overview of mandatory and optional resources related to SEL learning that are aligned with the curriculum.
	Review relevant PPMs to ensure that all mandatory requirements are met.	Students Teachers	Fall 2026	Improved SEL delivery	Relevant PPMs Erin's Law	Tier 1	- Kids in the Know - MH 6, 7, 8, 10 - PPM 169 - Erin's Law - Cyber Legends - Zones of Regulation - Minds Up - Harmony Academy	We will ensure that all mandatory requirements related to SEL are met.
	Post overview on K to 6 websites and share at staff meetings.	Students Teachers	Fall 2026	Improved SEL delivery	Website	Tier 1	- Kids in the Know - MH 6, 7, 8, 10 - PPM 169 - Erin's Law - Cyber Legends - Zones of Regulation - Minds Up - Harmony Academy	We will share this resource broadly with relevant teacher staff.
Develop clear clinical pathways and practices for students requiring Tier 3 mental health supports	Ensure consistent understanding/ differentiation of Tier 2 and 3 supports.	Mental Health Team Students	2026-2027 school year	All mental health staff being able to articulate the difference between Tier 2 and Tier 3 mental health supports	Ministry definitions of Tiers, Right Time Right Care, Clinical data in Greenspace	Tiers 2 to 4	Right Time Right Care Board created resource	We will have a consistent understand of how Tier 2 and Tier 3 mental health supports are defined and implemented.
	Create clinical pathways for Tier 2 and Tier 3 supports.	Mental Health Team Students	2026-2027 school year	Clinical pathways developed	Clinical data in Greenspace	Tiers 2 to 4	Greenspace	We will have clearly articulated clinical pathways for students requiring Tier 2 and Tier 3 supports.
	Explore how Measurement Based Care (MBC) can support identifying Tier 2 and Tier 3 services.	Mental Health Team Students	2026-2027 school year	Increased clinical use of MBC	Feedback from Mental Health staff		Greenspace	We will use MBC in our definitions and implementation of Tier 2, Tier 3 and Tier 4 mental health supports.



Focus on Family Mental Health Literacy	Ensure that strategies to develop self-regulation in the early years are a focus.	Parents	2026-2027 school year	Increased family mental health literacy	Engagement with resources	Tier 1	SMHO resources Parent Involvement Committee (PIC)	We will increase family mental health literacy related to developing self-regulation strategies in the early years.
	Focus the impact of screen time and social media.	Parents	2026-2027 school year	Reduced screen time and social media use	Parent/guardian feedback	Tier 1	Cyber Legends, other evidence-based resources	We will increase family mental health literacy related to screen time and social media use.
	Ensure family resources are shared in multiple ways throughout the year and include information about accessing the RDSB Mental Health team.	Parents	2026-2027 school year	Increased awareness of board resources	Engagement with resources	Tier 1	School newsletters Parent Involvement Committee (PIC)	We will increase aware of how to access mental health supports at school.



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Support the Mental Health and Well Being of Indigenous Students in Partnership with Indigenous Education								
Increase collaboration between the Mental Health team and Indigenous Support Workers.	Participate in shared learning on at least one professional activity day	Mental Health Team Indigenous Support Workers.	2026-2027 school year	Increased collaboration when supporting Indigenous students.	Staff feedback	Tiers 1 to 3	Leading Mentally Healthy Schools	We will strengthen knowledge, relationships and collaboration by participating in shared professional learning during a PA Day this school year.
	Ensure referral pathways, roles and obligations are articulated and understood by all.	Mental Health Team Indigenous Support Workers.	Fall 2026	Ability to articulate roles, responsibilities and referrals pathways.	Staff feedback	Tiers 1 to 3	Workflow documents	We will ensure, where applicable, students experience coordinated support from Indigenous Support Workers and Mental Health staff.
	Use the Thunderbird Life Promotion Toolkit when applicable.	Indigenous students Mental Health Team Indigenous Support Workers.	2026-2027 school year	Increased well-being among Indigenous youth.	Greenspace	Tiers 1 to 4	Thunderbird Life Promotion Toolkit	We will ensure that relevant are aware of and use the Life Promotion Toolkit when relevant.
Enhance relationships with Indigenous Health agencies.	Environmental scan of all Indigenous Health Agencies	Indigenous students Mental Health Team Indigenous Support Workers	Fall 2026	Increased knowledge of resources for Mental Health and Indigenous Education staff.	Scan completed	Tiers 1 to 3	N/A	We will ensure that we have knowledge of all Indigenous health agencies throughout our region.
	Reach out to request meetings with agencies	Indigenous students Mental Health Team Indigenous Support Workers	Fall 2026	Increased knowledge of resources for Mental Health and Indigenous Education staff	Meeting minutes	Tiers 1 to 3	N/A	We will reach out to all agencies in our board jurisdiction to request meetings.
	Create services pathways specific to agencies	Indigenous students Mental Health Team Indigenous Support Workers	2026-2027 school year	Improved access and service delivery for students.	Pathways developed	Tiers 1 to 3	N/A	We will develop or improve referral pathways to and from Indigenous health agencies.
Create focused, culturally relevant, mental health promotion, prevention and intervention programming for Indigenous students.	Finalize processes for Day Treatment agreement with Noojmowin Teg Health Centre at Manitoulin Secondary School	Students requiring intensive mental health services	2026-2027 school year	Clear processes understood for all involved in Day treatment.	Feedback from staff and students.	Tiers 1 to 4	N/A	We will have clear processes related to supporting students in the Day Treatment classroom at Manitoulin Secondary School.
	Provide mental health literacy information such as substance use prevention education in the Raven's program.	Indigenous secondary students in Espanola and Manitoulin	2026-2027 school year	Increased student mental health literacy knowledge.	Student feedback	Tiers 1 and 2	SMHO Substance Use information	We will ensure that culturally relevant mental health promotion information will be included in the Raven's program.
	Service access and pathways for Raven's program students who require mental health supports.	Indigenous secondary students in Espanola and Manitoulin.	2026/2027 school year.	Increased access to culturally relevant mental health services.	Students accessing community supports	Tiers 1 to 4	N/A	We will ensure that, if required, students are aware of pathways to access mental health programming.



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Enhance Community Partnerships to move towards Right Time Right Care								
Move towards Right Time Right care (RTRC) implementation	Regular RTRC meetings with co-terminus boards to monitor progress.	Every student	September 2026 to June 2027	Alignment and moving towards implementation.	Meeting minutes	Tiers 1 to 4	RTRC implementation guide	Significant progress will be made towards the aspirational vision of Right Time Right Care this school year.
	Open Step Up Step Down RDSB classroom	Students requiring intensive mental health services.	September 2026 to June 2027	Broaden understanding of the provincial context and direction.	Meeting minutes	Tiers 1 to 4	RTRC implementation guide, CTEP agreement	Step Up Step Down classroom will run throughout the 2026/2027 school year.
	Regular meetings with Lead Agency and other partners as directed.	Every student	September 2026 to June 2027	Creation of interagency service pathways.	Meeting minutes	Tiers 1 to 4	RTRC implementation guide	Significant progress will be made towards the aspirational vision of Right Time Right Care this school year.
Participate in the Icelandic Prevention Model (Planet Youth) for youth substance use prevention	RDSB to participate as a Steering Committee Member.	All community members	September 2026 to June 2027	Increase youth engagement with protective factors and decrease substance use.	Planet Youth Up North survey data	Tier 1	Planet Youth research, guidance and resources	We will continue to collaborate with the Planet Youth Up North project to reduce youth substance use in our community.
	RDSB to participate in the Coalition	All community members	September 2026 to June 2027	Increase youth engagement with protective factors and decrease substance use.	Planet Youth Up North survey data	Tier 1	Planet Youth research, guidance and resources	We will continue to collaborate with the Planet Youth Up North project to reduce youth substance use in our community.
	Support implementation as needed	All community members	September 2026 to June 2027	Increase youth engagement with protective factors and decrease substance use.	Planet Youth Up North survey data	Tier 1	Planet Youth research, guidance and resources	We will continue to collaborate with the Planet Youth Up North project to reduce youth substance use in our community.
Partner with Compass to provide RDSB services for students in the Step Up Step Down classroom	Finalize CTEP agreement and open classroom	Students requiring intensive mental health services.	Fall 2026	Mental health and academic support for students with intensive mental health needs.	Feedback from students, board as well as Compass staff	Tier 4	CTEP agreement	We will provide academic support for students in the Step Up Step Down program.
	Have regular, student specific clinical planning meetings with Compass.	Students requiring intensive mental health services.	2026-2027 school year	Mental health and academic support for students with intensive mental health needs.	Meeting minutes, feedback from students, RDSB and Compass staff	Tier 4	CTEP agreement	We will address student academic and mental health needs as they move through the Step Up Step Down program.
	Have regular process meetings with Compass.	Students requiring intensive mental health services.	2026-2027 school year	Mental health and academic support for students with intensive mental health needs.	Meeting minutes	Tier 4	CTEP agreement	We will meet with Compass regularly to establish and improve processes for students at the Step Up Step Down program.



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, Chief Executive Officer
 Sarah Clarke, Mental Health Lead
 Travis Corbiere, System Principal of Indigenous Education
 Tim Nadjiwon, System Principal of Indigenous Education
 David Squarzolo, Principal of Special Education Programs and Services
 Coleen Eberlein, Principal of Special Education Programs and Services
 Kate Mackenzie, Principal of Program
 Cori Pitre, Principal of Program
 Melanie Bertrand, Principal of Student Success
 Brenda Carr, Principal of FSL, NTIP and Arts Education
 and members of the Mental Health Steering Committee


 Signature of Mental Health Lead

June 29, 2026
 Date

Signature of responsible Superintendent


 Signature of Chief Executive Officer

Date

June 29, 2026
 Date

Additional resources



School
Mental Health
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Santé mentale
en milieu scolaire
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