

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	Communication and Shared Language	<ul style="list-style-type: none"> ✓ centre disproportionately impacted students ✓ enhance mental health literacy and engagement ✓ create opportunities for student engagement ✓ strengthen system and school staff knowledge ✓ support school mental health professionals ✓ prioritize leadership across service continuum
Priority #2	Professional Learning and Training	<ul style="list-style-type: none"> ✓ centre disproportionately impacted students ✓ enhance mental health literacy and engagement ✓ create opportunities for student engagement ✓ strengthen system and school staff knowledge ✓ support school mental health professionals ✓ prioritize leadership across service continuum
Priority #3	Standardized Processes	<ul style="list-style-type: none"> ✓ centre disproportionately impacted students ✓ enhance mental health literacy and engagement ✓ create opportunities for student engagement ✓ strengthen system and school staff knowledge ✓ support school mental health professionals ✓ prioritize leadership across service continuum
Priority #4	Meaningful Collaboration	<ul style="list-style-type: none"> ✓ centre disproportionately impacted students ✓ enhance mental health literacy and engagement ✓ create opportunities for student engagement ✓ strengthen system and school staff knowledge ✓ support school mental health professionals ✓ 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)
PRIORITY #1 Communication and Shared Language						
Goal #1 - Review Mental Health and Addictions Strategy	Review 2024-2027 Mental Health and Addiction Strategy	School Wellness Team, Leadership Team, School Board	June 2025	<ul style="list-style-type: none"> Complete Board Scans, PPM 169 reports, and RTRC mapping 	1.2.3	
	Complete 2025-2026 Action Plan	School Wellness Team, Leadership Team, School Board	June 2025	<ul style="list-style-type: none"> Updated by the end of the school year 	1.2.3	
	Share With the School Community	School Wellness Team, Leadership Team, School Board	June 2025	<ul style="list-style-type: none"> Shared with the school community and posted on the school website by June 30th, 2025 	1.2.3	
Goal #2 - Prioritizing Wellness into daily practice for students by staff.	Build on existing school-based activities, identity-affirming and land-based learning and practices by equipping staff with tools, resources, and ongoing support to intentionally integrate wellness into daily classroom routines and student interactions	School Wellness Team, Educators, School Staff	Ongoing	<ul style="list-style-type: none"> Increased Staff Capacity Consistent Integration of Wellbeing into daily practices Improved student well-being Culturally responsive wellness practices Positive school culture 	1,2	<ul style="list-style-type: none"> Everyday Mental Health Classroom Resource Identity-affirming school mental health: a frame for reflection and action First Nations Mental Wellness Continuum Framework (Health Canada & AFN)
	Intentionally use existing activities (i.e. land-based, cultural, sports) and culturally rich spaces—featuring murals, artifacts, and elements of land-based learning—to support student and staff well-being, strengthen identity, and foster a sense of belonging and connection.	School Wellness Team, Educators, School Staff	Ongoing	<ul style="list-style-type: none"> Enhanced Sense of Belonging and Identity Increased Engagement with Wellness Practices Culturally Responsive Support for Well-Being 	1,2	<ul style="list-style-type: none"> Everyday Mental Health Classroom Resource Identity-affirming school mental health: a frame for reflection and action Indigenous Wellness Framework First Nations Mental Wellness Continuum Framework (Health



						Canada & AFN)
	Continue to provide opportunities for staff to engage in Indigenous teachings, culture, and land-based activities to strengthen their understanding of Indigenous wellness and better support student well-being.	School Wellness Team, Educators, School Staff	Ongoing	<ul style="list-style-type: none"> Improved Staff Well-Being and Resilience Increased Staff Sense of Belonging and Connection Enhanced Staff Capacity to Support Student Well-Being 	1,2	<ul style="list-style-type: none"> Onakawana camp Paddling trips Ongoing community partnership featuring Elders and Knowledge Keepers Staff EFAP - Homewood Health Inc
Goal #3 - Multi-Tiered System of Supports -Enhance and Build Capacity	Promote consistent use of a culturally grounded MTSS framework through shared language and a coordinated stepped care approach, ensuring school-based mental health programs and services reflect and respect the diverse cultural identities of our student community.	School Wellness Team, School Staff, Educators, Community Partners, Families, Students.	Ongoing	<ul style="list-style-type: none"> Early Identification and Support Improved Access to Mental Health Services Enhanced Student Well-Being and Functioning Efficient Use of Regulated and Non-Regulated Well-Being Counselors Strengthened Collaboration 	1,2,3	<ul style="list-style-type: none"> SMH-ON – Identity-Affirming Framework RTRC
	Foster shared understanding of the Multi-Tiered System of Support (MTSS) model among staff and families by clearly communicating the role of land-based and culturally affirming practices within Tier 1 and Tier 2 interventions.	School Wellness Team, School Staff, Educators, Community Partners, Families, Students.	Ongoing	<ul style="list-style-type: none"> Improved Knowledge of MTSS Strengthen collaboration Enhanced Confidence in Accessing Supports Culturally Responsive Communication 	1,2,3	<ul style="list-style-type: none"> SMH-ON family Engagement Joint Consortium for school Health
	Utilize a Multi-Tiered System of Support (MTSS) model to collaborate with community partners, aligning efforts with the Right Time, Right Care Model to improve timely and equitable access to supports for all students.	School Staff, MH Professionals, Community Partners	October 2025	<ul style="list-style-type: none"> Coordinated mental health support across the tiers Strengthened School-Community Collaboration Consistent and Coordinated Mental Health Pathways Increased Confidence Among Staff Enhanced Cultural Responsiveness in Service Delivery 	1,2,3	<ul style="list-style-type: none"> SMH-ON: “Think in tiers” Guidance RTRC SMH-ON: Indigenous Student Mental Health Resources First Nations Mental Wellness Continuum Framework



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PRIORITY #2 Professional Learning and Training						
Goal #1 - Professional Learning	Maintain and reinforce annual Behavior Management Systems (BMS) training for all staff to promote consistent, preventative, and supportive approaches to student regulation, safety, and well-being.	All staff	Ongoing	<ul style="list-style-type: none"> Increased Staff Confidence and Competence Improved Student Regulation and Safety Consistent, Trauma-Informed Practice Across the School Stronger Relationships Between Staff and Students 	1,2,3	
	Implement and embed suicide prevention, intervention, and postvention protocols across the school system, including comprehensive staff training to build capacity for identifying students at risk and ensuring timely, coordinated access to care through clearly defined pathways.	All staff	Ongoing	<ul style="list-style-type: none"> Increased Staff Knowledge and Confidence Consistent Application of Protocols Timely Identification and Support Improved Coordination with Community Partners Effective Postvention Response 	1,2,3	<ul style="list-style-type: none"> SMH_ON Suicide Prevention Ressources Life Promotion Toolkit Feather Carriers First Nations Mental Wellness Continuum Framework
	Provide ongoing professional learning using Ministry modules and SMH-ON resources to support staff in meeting evolving student needs, while reinforcing identity-affirming and land-based practices within a culturally grounded mental health framework.	All staff	Ongoing	<ul style="list-style-type: none"> Culturally Grounded Mental Health Framework Increased Staff Competence and Confidence Enhanced Student Engagement and Well-Being Strengthened Partnerships 	1,2,3	<ul style="list-style-type: none"> MH7/8 Modules MH10 Modules SMH-ON Everyday Mental Health and Wayfinder
Goal #2: Mental Health	Support ongoing professional learning for school staff using evidence-informed mental health and addictions resources to strengthen mental health literacy, promote early identification, and enhance culturally responsive support for students.	All staff	Ongoing	<ul style="list-style-type: none"> Improved Mental Health Literacy Among Staff Integration of Mental Health Promotion and Substance Use Prevention Enhanced Student Well-Being and Safety 	1,2,3	<ul style="list-style-type: none"> SMH-ON Everyday Mental Health and Wayfinder



Literacy	Continue to offer comprehensive mental health literacy programs for students that are culturally responsive, developmentally appropriate, and designed to build knowledge, reduce stigma, and promote help-seeking behaviors.	School Community	Ongoing	<ul style="list-style-type: none"> Increased Student Knowledge and Awareness Enhanced Help-Seeking Behavior Improved Emotional Regulation and Coping Skills Positive School Climate 		<ul style="list-style-type: none"> Prevention MH7/8 MH10 KHST
	Enhance family mental health literacy and awareness by providing accessible, culturally relevant information and resources that support understanding, reduce stigma, and promote partnership in student mental health and well-being.	School Community	Ongoing	<ul style="list-style-type: none"> Increased Family Understanding of Mental Health Reduced Stigma and Misconceptions Improved Family Engagement and Collaboration Enhanced Access to Resources and Supports 	1,2,3	<ul style="list-style-type: none"> SMH-ON By Your Side SMH-ON – Exploring Mental Health Together: Resources for Parents and Caregivers
Goal #3 - Evidence-informed Interventions and Standardized Measurement	Strengthen the capacity and engagement of Well-Being Counselors by providing meaningful, ongoing opportunities to deepen understanding, reflect on practice, and recognize the value of these approaches in supporting student mental health and well-being.	Mental Health Lead and Well-Being Counselors	Ongoing	<ul style="list-style-type: none"> Enhanced Buy-In and Engagement Improved Confidence and Competence Positive Student Outcomes 	2,3	<ul style="list-style-type: none"> EMHware Greenspace BRISC MI CBT-IA Clinical Supervision SMH-ON – Collaborative Practices
	Establish structures to ensure that measurement-based care practices are applied in ways that align with Indigenous values, land-based approaches, and the cultural context of students, while maintaining clinical integrity and effectiveness.	Mental Health Lead and Well-Being Counselors	Ongoing	<ul style="list-style-type: none"> Culturally Aligned Practices Supervision Supports Practice Integrity Improved Consistency and Cultural Safety Collaborative Quality Improvement 		<ul style="list-style-type: none"> SMH-ON – Indigenous Mental Health Resources SMH-ON Collaborative practices First Nations Mental Wellness Continuum Framework
	Establish and sustain the consistent use of evidence-informed mental health interventions and standardized measurement tools across school settings to ensure effective, data-driven support for student well-being and continuous improvement of services.	Mental Health Lead and Well-Being Counselors	Ongoing	<ul style="list-style-type: none"> Improved Fidelity of Practice Data-Informed Decision-Making Enhanced Student Outcomes System Accountability and Transparency Professional Confidence and Growth 	2,3	<ul style="list-style-type: none"> EMHware Greenspace BRISC MI CBT-IA SBIRT SMH-ON training Clinical Supervision



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PRIORITY #3 Standard Process						
Goal #1- Update Suicide Protocol	Provide comprehensive training and ongoing support to all Well-Being Counselors in the use of the SCRAM (Suicide Risk Assessment and Management) tool, ensuring they feel confident and competent in conducting suicide risk assessments and facilitating appropriate interventions.	Mental Health Lead and Well-Being Counselors	August 2025	<ul style="list-style-type: none"> Increased Competency Confidence in Practice Timely Identification and Intervention Consistent Use of SCRAM Consistent Use of SCRAM 	3	<ul style="list-style-type: none"> SMH-ON SCRAM training
	Ensure all Well-Being Counselors consistently utilize the Columbia Suicide Severity Scale (available in Action) as part of suicide risk assessments and develop individualized safety plans using evidence-informed resources	Mental Health Lead and Well-Being Counselors	August 2025	<ul style="list-style-type: none"> Standardized Assessment Practice Effective Safety Planning Improved Risk Identification Increased Counselor Confidence Enhanced Student Safety and Well-being 	3	<ul style="list-style-type: none"> Columbia Suicide Severity Rating Scale BeSafe app, Stanley-Brown Safety Plan
	Ensure all school staff are informed about the updated suicide protocol and are equipped with the knowledge and skills to effectively follow it through targeted professional development, including training on early identification and clear pathways to care.	All staff	August 2025	<ul style="list-style-type: none"> Increased Awareness Enhanced Knowledge Consistent Application Culturally Responsive Practice Ongoing Support and Learning 	2,3	<ul style="list-style-type: none"> NLSS/MPS Suicide Prevention, Intervention and Postvention Protocol SMH-ON Classroom Practice Guide for Educators on Talking about Suicide
Goal #2- Support a	Host annual open houses and service fairs to strengthen awareness and access to the full continuum of supports within the Multi-Tiered System of Support (MTSS), in alignment with the Right Time, Right Care framework.	School Community		<ul style="list-style-type: none"> Increased Awareness and Understanding of the Tiered System Greater Family and Student Engagement in Mental Health Support Stronger Collaboration with Community Partners 	1,2,3	<ul style="list-style-type: none"> RTRC First Nations Mental Wellness Continuum Framework



multi-tiered system of support to and through Services	Engage in joint local planning with community-based mental health providers to align services and supports using the Right Time, Right Care framework, ensuring timely, coordinated, and tiered interventions that effectively address the diverse needs of students.	Mental Health Lead, Well-Being Counselors, Community partners	Fall 2025	<ul style="list-style-type: none"> Strengthened Partnerships Coordinated Service Delivery Aligned Intervention Approaches Timely Access to Supports Improved Communication 	2, 3	<ul style="list-style-type: none"> RTRC First Nations Mental Wellness Continuum Framework
	Engage Elders and Knowledge Keepers as essential partners in planning for their guidance, cultural teachings, and land-based knowledge into mental health services and interventions to ensure culturally grounded, holistic care for students.	Mental Health Lead, Well-Being Counselors, Elders, Knowledge Keepers	Ongoing	<ul style="list-style-type: none"> Culturally Grounded Support Increased Student Engagement Strengthened Relationships Enhanced Cultural Competency Improved Well-being Outcomes 	2,3	<ul style="list-style-type: none"> SMH-ON – Culturally Responsive Practices ThunderBird Foundation
Goal #3 - Embedding Social-Emotional Learning and skills into classroom culture.	Strengthen the integration of SEL and mental health into daily classroom practices by embedding SEL competencies into routines, instruction, and relationships to foster a supportive, skills-rich classroom culture.	School Wellness Team, Educators, School Staff. Students, Families	Ongoing	<ul style="list-style-type: none"> Increased Student Engagement Improved Emotional Regulation Enhanced Staff Capacity Equity in Mental Health Support 	1,2	<ul style="list-style-type: none"> KHST Everyday Mental Health Classroom Resource Every Day Speech SMH-ON Wayfinder
	Embedding Wayfinder SEL into Educator Practice	School Wellness Team, Educators, School Staff. Students, Families	Ongoing	<ul style="list-style-type: none"> Increased Student Engagement Improved Emotional Regulation Enhanced Staff Capacity Equity in Mental Health Support 	1, 2	<ul style="list-style-type: none"> SMH-ON Wayfinder
	Strengthening Parent Awareness & Engagement in SEL	School Wellness Team, Educators, School Staff. Students, Families	Ongoing	<ul style="list-style-type: none"> Enhanced Classroom SEL Integration Improved Educator Implementation Strengthened Parent Awareness & Involvement 	1,2	<ul style="list-style-type: none"> SMH-ON By Your Side Webinar Series CASEL Discussion Series for Parents and Caregivers



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PRIORITY #4 Meaningful Collaboration						
Goal #1–Family Engagement	Share SEL strategies and student progress through newsletters, digital platforms, and parent-teacher meetings, ensuring families remain informed and involved in their children’s emotional development.	School Staff, Administrators, Board Staff, School Counsellors, Families	Ongoing	<ul style="list-style-type: none"> Increased Parental Awareness & Engagement Strengthened home-school connection Improved Student Outcomes 	1,2	<ul style="list-style-type: none"> SMH-ON By Your Side
	Create opportunities for families to participate in cultural storytelling, music, and art projects alongside students, fostering shared experiences and deeper connections.	School Staff, Administrators, Board Staff, School Counsellors, Families	Ongoing	<ul style="list-style-type: none"> Increased Parental Awareness & Engagement Increased Student Sense of Identity & Belonging Enhance Community Engagement 	1,2	<ul style="list-style-type: none"> Open house Elders, Knowledge Keepers
	Collaborate with cultural organizations and Elders to facilitate interactive learning experiences, such as land-based activities that connect students and families to traditional knowledge.	School Staff, Administrators, Board Staff, School Counsellors, Families, Students	Ongoing	<ul style="list-style-type: none"> Increased Parental Awareness & Engagement Increased Student Sense of Identity & Belonging Enhance Community Engagement 	1,2	<ul style="list-style-type: none"> Learning the Land
Goal #2 Collaboration with Community Partners	Partner with Elders, local cultural leaders, and Indigenous communities to incorporate traditional teachings, land-based learning, and storytelling into school initiatives.	School Staff, Administrators, Board Staff, School Counsellors, Families, Students, Community organizations, Elders, Cultural Leaders	Ongoing	<ul style="list-style-type: none"> Strengthened Cultural Understanding Enhanced Sense of Identity & Belonging Increased Engagement in Land-Based Learning Authentic Relationships with Community Leaders 	1,2	<ul style="list-style-type: none"> First Nations Mental Wellness Continuum Framework ETFO Land-Based Learning Guide
	Work alongside community partners to design and deliver whole-school events that celebrate diverse cultural traditions and histories	School Staff, Administrators, Board Staff, School Counsellors, Families, Students, Community organizations, Elders, Cultural Leaders	Ongoing	<ul style="list-style-type: none"> Strengthened Multi-Stakeholder Partnerships Inclusive and Equitable Learning Environment Enhanced Student Support Systems Community Led Opportunities 	1,2	



	Respect the governance and distinct service models of Indigenous-led mental health programs while fostering alignment with school-based mental health strategies and advancing the Implementation of the Right Time, Right Care Model	School Staff, Administrators, Board Staff, School Counsellors, Families, Students, Community organizations, Elders, Cultural Leaders	Ongoing	<ul style="list-style-type: none"> Strengthened Collaboration Between Schools & Indigenous Mental Health Providers Improved Access to Holistic Mental Health Enhanced Cultural Safety & Equity in Mental Health Support Streamlined Referral Pathways Across Funding Sustainable Partnerships & Knowledge Sharing 	1,2,3	<ul style="list-style-type: none"> RTRC
Goal #3 Encourage Student voice and participation within the school community.	Sustain student-led initiatives and peer mentorship programs, ensuring students have meaningful roles in shaping mental health initiatives	School Staff, Administrators, Board Staff, School Counsellors, Students	Ongoing	<ul style="list-style-type: none"> Increased Student Ownership & Advocacy Expanded Peer Support Networks Greater Engagement in Mental Health Awareness Stronger Collaboration Between Students & Educators 	1,2	<ul style="list-style-type: none"> SMH-ON Student Engagement Toolkit
	Create structured opportunities for students to co-design wellness initiatives alongside educators and school counselors	School Staff, Administrators, Board Staff, School Counsellors, Students, Health Unit	Ongoing	<ul style="list-style-type: none"> Increased Student Ownership & Engagement Improved Relevance of Mental Health Supports Strengthened Collaboration Between Students & Professionals Empowered Student Advocacy Sustainable & Responsive Wellness Program 	1,2	<ul style="list-style-type: none"> RNAO Youth Wellness Champions
	Foster opportunities for students to collaborate with Elders and cultural leaders, guiding peers in preserving Indigenous traditions, storytelling, and language revitalization.	School Staff, Administrators, Board Staff, School Counsellors, Students	Ongoing	<ul style="list-style-type: none"> Increased Student Leadership & Advocacy Enhanced Connection to Identity & Tradition Improved Emotional & Mental Well-Being Stronger Community & School Relationships – Collaboration with Indigenous organizations and mentors strengthens partnerships, ensuring sustained support for cultural and environmental education. - Sustainable & Ongoing Leadership Opportunities 		<ul style="list-style-type: none"> Onakawana Camp First Nations Mental Wellness Continuum Framework



To improve the 3-Year Mental Health and Addictions (MHA) Strategic Plan, consider the following recommendations:

- **Enhance Stakeholder Engagement:** Involve a broader range of stakeholders, including students, parents, and community members, in the planning and evaluation processes to ensure diverse perspectives are considered.
- **Implement Regular Feedback Mechanisms:** Establish ongoing feedback loops with stakeholders to assess the effectiveness of initiatives and make necessary adjustments in real-time.
- **Focus on Cultural Competency:** Ensure that all training and resources are culturally responsive and tailored to the specific needs of the community served, particularly for Indigenous populations.
- **Increase Accessibility:** Provide resources and support in multiple languages and formats to ensure all community members can access mental health information and services.
- **Utilize Data-Driven Approaches:** Regularly collect and analyze data on mental health outcomes to inform decision-making and demonstrate the impact of initiatives.
- **Strengthen Partnerships:** Collaborate with local organizations, mental health professionals, and educational institutions to leverage resources and expertise.
- **Promote Awareness Campaigns:** Launch campaigns to raise awareness about mental health issues and available resources, targeting specific demographics within the community.

Evaluate and Adjust Goals: Periodically review and adjust goals based on emerging needs and challenges within the community to ensure the plan remains relevant and effective. To improve the 3-Year Mental Health and Addictions (MHA) Strategic Plan, consider the following recommendations:

- **Enhance Stakeholder Engagement:** Involve a broader range of stakeholders, including students, parents, and community members, in the planning and evaluation processes to ensure diverse perspectives are considered.
- **Implement Regular Training:** Schedule ongoing training sessions for staff to keep them updated on best practices in mental health support and culturally responsive practices.
- **Utilize Data-Driven Approaches:** Establish metrics for success and regularly assess the effectiveness of implemented strategies using data to inform adjustments and improvements.
- **Increase Accessibility:** Ensure that mental health resources and support services are easily accessible to all students and families, including those in remote areas.
- **Focus on Prevention:** Develop proactive mental health programs that focus on prevention and early intervention, rather than solely reactive measures.
- **Strengthen Partnerships:** Collaborate with local mental health organizations and Indigenous communities to enhance the cultural relevance and effectiveness of programs.
- **Promote Awareness Campaigns:** Launch awareness campaigns to reduce stigma around mental health issues and encourage help-seeking behavior among students and families.

Evaluate and Adapt: Regularly review and adapt the strategic plan based on feedback and changing needs within the school community. To improve the 3-Year MHA Strategic Plan, consider the following recommendations: 1. Enhance stakeholder engagement by incorporating feedback mechanisms for students, families, and community members to ensure their voices are heard in the planning process. 2. Implement regular training sessions for staff on cultural competency to better address the diverse needs of the student population. 3. Establish clear metrics for evaluating the effectiveness of each goal and action item, allowing for data-driven adjustments to the plan. 4. Foster partnerships with local mental health organizations to provide additional resources and support for students and families. 5. Increase awareness campaigns about mental health resources available to students and families, ensuring they know how to access support. 6. Create a dedicated task force to monitor the implementation of the plan and provide ongoing recommendations for improvement. 7. Incorporate technology solutions, such as mental health apps, to facilitate access to resources and support for students. 8. Ensure that all materials and communications are accessible and inclusive, catering to the needs of all community members. To improve the 3-Year Mental Health and Addictions (MHA) Strategic Plan, consider the following recommendations:

- **Enhance Stakeholder Engagement:** Involve a broader range of stakeholders, including students, parents, and community members, in the planning and evaluation processes to ensure diverse perspectives are considered.
- **Implement Regular Training:** Schedule ongoing professional development sessions for staff to stay updated on best practices in mental health support and culturally responsive teaching.
- **Utilize Data-Driven Approaches:** Establish metrics for success and regularly assess the effectiveness of implemented strategies using quantitative and qualitative data.
- **Increase Accessibility:** Ensure that mental health resources and support services are easily accessible to all students and families, including those in remote areas.
- **Foster Collaboration with Community Organizations:** Strengthen partnerships with local mental health organizations to provide additional resources and support for students and families.
- **Promote Awareness Campaigns:** Launch awareness campaigns to educate the school community about mental health issues, available resources, and the importance of seeking help.
- **Integrate Mental Health into Curriculum:** Embed mental health education into the school curriculum to promote understanding and reduce stigma among students.

Evaluate and Adapt: Regularly review and adapt the strategic plan based on feedback and changing needs within the school community. [Implementation Support Toolkit](#) • [Annual Mental Health and Addictions Action and Implementation Plan](#)

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.

Shawn Klingenberg, Principal, Northern Lights Secondary School
 Alexandra Rothwell, Vice Principal, Northern Lights Secondary School
 Wanda Zelau, Principal, Moosonee Public School
 Collett Bailey-Smith, Vice Principal, Moosonee Public School

Denise Plante-Dupuis

June 23, 2025

Signature of Mental Health Lead

Date

Angela C. J.

June 23, 2025

Signature of Responsible Superintendent

Date

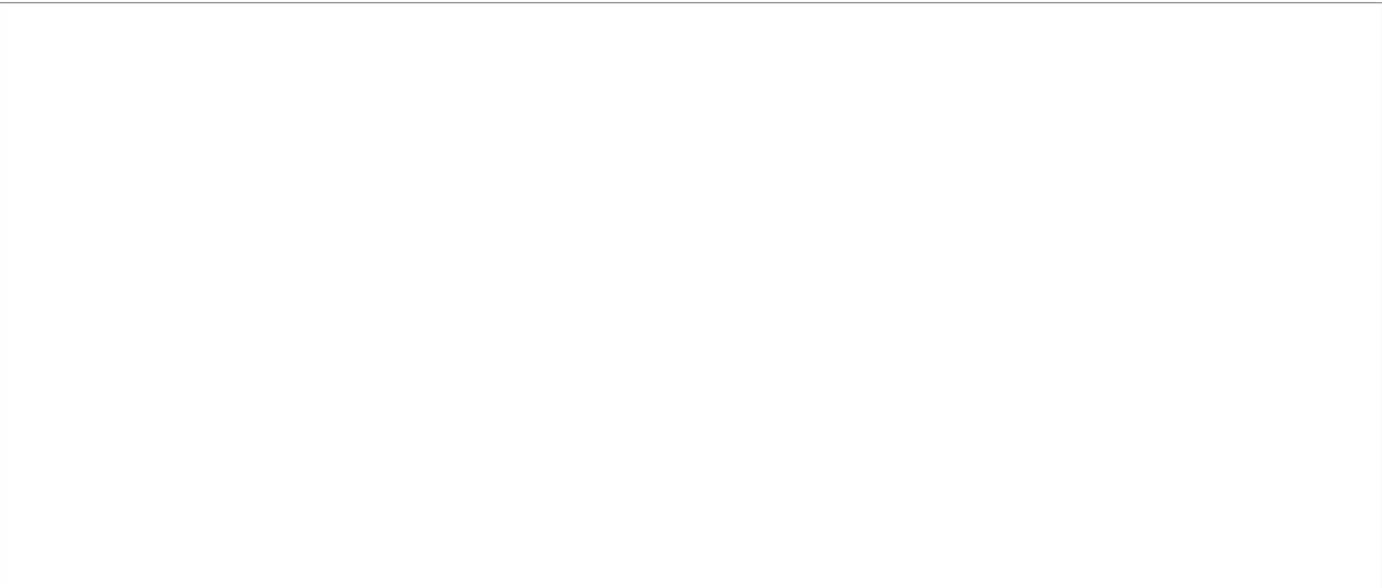
Angela C. J.

June 23, 2025

Signature of Director of Education

Date

Additional resources



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario