

St. Clair Catholic District School Board Mental Health Strategy Implementation Action Plan Annual Priorities Action Plan 2025-2026

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Priority Areas / Strategic Themes as identified on the Board Action Plan	Actions – what will you do?	Who will be involved?	Indicators of Success	Monitoring and update	PPM 160 Alignment
Leadership					
Host three leadership meetings bringing together parents, students, community members, and school board representatives to provide input and guidance on initiatives that support the school board’s mental health strategic plan.	<ol style="list-style-type: none"> 1. Analyze data from community meeting held in Spring 2025. 2. Identify students, parents, and community members to attend future planning meetings focused on PPM 169 alignment 3. Create plan for youth influencer campaign to educate peers on mental health literacy. 4. Create plan for parent education. 	Parents Students Community Partners Mental Health Lead Health Promotion Officer Student Support and Wellbeing Team (SSWT) Members Superintendent of Mental Health	# of committee members participating on committee Plan created for youth influencer social media campaign Planned events for parent/family mental health literacy	Meeting minutes Evaluate activities related to leadership work	1, 2, 3

<p>To provide knowledge and training on Leading Mentally Healthy Schools 2.0 focusing on Social Emotional Learning for principals/leaders</p>	<ol style="list-style-type: none"> Continue with SEL Leadership Group meetings 4-6 x a year Host 3 SEL in-depth learning days for principals- October, January and April; days will focus on collaborative inquiry format Evaluate learning days to determine change in learning and application of SEL in schools 	<p>Superintendent of Education Mental Health Lead/Manager SEL Lead Facilitator SEL Leadership Team All principals and vice principals Student Support and Wellbeing Team</p>	<p># of system leaders trained # of Collaborative inquiries created # of SEL goals created in system % of principals that stated their knowledge increased</p>	<p>Monitoring of principal learning Collaborative inquiry outcomes and reports for each school</p>	<p>5, 7, 8, 9, 10</p>
<p>To continue to the systematic support of social emotional learning practices</p>	<ol style="list-style-type: none"> Provide SEL learning activities at each principal/administration meeting Distribute leader led SEL newsletter weekly – tips for staff and parents Revise Leader SEL folder to maintain a clearer focus Provide mentoring on SEL for principals by principals. 	<p>Superintendent of Education Mental Health Lead/Manager Retired principal (hired) SEL Principal Leadership Team SEL Lead Facilitator</p>	<p>% of schools implementing and working towards SEL goal % of principals mentored by peers/colleagues % of leaders that state they will continue with work</p>	<p>Evaluations completed by leaders in May 2026</p>	<p>1, 3, 9, 10</p>

Capacity Building					
<p>To build the capacity of classroom teachers to independently implement daily brain breaks and sustain MindUP practices</p>	<ol style="list-style-type: none"> Co-plan and co-teach Mind UP brain breaks and lessons Create and share a brain break menu. Offer mini-refresher PD 	<p>Superintendent of Education Mental Health Lead/Manager Student Support and Wellbeing Team Members</p>	<p># of co-taught sessions completed with each participating teacher % of teachers showing increased</p>		

<p>beyond the formal program period.</p>	<p>sessions for classroom teachers in schools.</p> <ol style="list-style-type: none"> 4. Showcase teachers successfully integrating brain breaks through staff newsletters or meetings to inspire and normalize the practice. 5. Distribute posters, cue cards, or anchor charts to reinforce MindUP language and routines (e.g., mindful breathing, "brain triad" visuals). 6. Offer brief coaching check-ins with teachers to reflect on what's working, adjust routines, and provide ongoing encouragement. 7. Help teachers train students to lead brain breaks, making it a sustainable, student-owned part of the class culture. 	<p>SEL Lead Facilitator</p>	<p>confidence (measured through post-session surveys or reflections)</p> <p># of teachers independently lead lessons after the initial co-teaching phase</p> <p># of menu accessed/downloaded /shared by staff (tracked digitally or manually)</p> <p>% of teachers report that they used the menu regularly in classroom routines</p> <p>% of student feedback on brain breaks used in class by teachers and daily practices</p> <p># of teachers and sessions offered for check ins</p> <p>Pre/post-session surveys show increased knowledge or confidence</p>		
<p>Deepen the knowledge and application among school staff about social emotional learning (SEL) and mental health literacy.</p>	<ol style="list-style-type: none"> 1.Continue foundational PD sessions on SEL for ALL staff. 2.Embed learning into regular staff meetings. 3.Revise digital resource hub. 4. Promote peer learning 	<p>MH Lead/Manager of Student Mental Health Services</p> <p>SEL Lead Facilitator</p> <p>Student Support and Wellbeing Team</p>	<p># of staff participating in foundational learning</p> <p>% of staff that showed increased knowledge change and confidence in applying SEL</p>	<p>Staff retrospective evaluations</p> <p>Observations and testimonials in classes and schools</p>	<p>1, 2, 3, 5, 6, 8, 9, 10</p>

	<p>communities. 5. Provide tiered learning opportunities (1-3).</p>	<p>Principals/Vice Principals Identified SEL Champions CST Educators</p>	<p># of observable implementation of SEL strategies in Classrooms # of active peer learning communities formed % of staff that state they feel supported and more confident as a result of peers # of Staff participating across all three tiers (introductory, intermediate, advanced) % of feedback that shows tiered approach meets diverse learning needs</p>	<p>Tracking of learning communities and outcomes</p>	
<p>To build staff capacity and confidence in supporting student mental health, with a specific focus on suicide prevention, intervention, and postvention.</p>	<ol style="list-style-type: none"> 1. Continue to enforce the online learning module annually. 2. Promote mandatory completion by all staff. 3. Promote awareness of available support services in our board and community. 	<p>Mental Health Lead/Manager of Mental Health Services Human Resources Staff Student Support and Wellbeing Team Superintendents of Education</p>	<p># of staff participate in online training</p>	<p>Completion rates are tracked and reported by department/school, with 100% compliance across all staff roles (educators, support staff, administrators).</p>	<p>3, 4, 5, 7, 8, 9, 10</p>

		All staff			
To enhance knowledge and application of trauma-informed approaches integrated with social-emotional learning (SEL) among all students and staff.	<ol style="list-style-type: none"> 1. Deliver professional workshops to specialized groups (eg. Yard supervisors, clerical staff, etc.) 2. Integrate trauma informed practices into school routines and activities. 3. Distribute resources to further educate staff. 	<p>Mental Health Lead/Manager of Mental Health Services</p> <p>Health Promotion Officer</p> <p>SEL Lead Facilitator</p> <p>Executive Council</p> <p>SSWT</p>	<p>% of staff that demonstrated increase in knowledge</p> <p># participants trained</p> <p># of training days</p> <p># of school activities</p> <p># of resources distributed</p>	<p>Track number of participants on PD Day</p> <p>Track number of specific wellbeing days</p> <p>Track number of messages going out to school board staff, students, and parents</p>	7, 8, 9, 10
Implementation of Evidence-Based Mental Health Promotion and Prevention Programming					
To enhance mental health literacy and substance abuse awareness among Grade 6, 7, and 8 students through the implementation of Ministry of Education (MOE) and School Mental Health Ontario (SMHO) lesson plans, as well as the Grade 10 Careers course.	<ol style="list-style-type: none"> 1. Train educators in person on a PD Day with the implementation of the Grade 6,7,8 MOE and SMHO mental health and substance use lessons. 2. Establish ongoing support systems for educators implementing mental health and substance use lesson plans, including access to coaching, resource toolkits, scheduled check-ins, and a 	<p>Mental Health Lead/Manager of Mental Health Services</p> <p>Curriculum Coordinators</p> <p>SEL Lead Facilitator</p> <p>Student Support and Wellbeing Team</p> <p>Identified front line teachers to support training</p> <p>Superintendents of Education</p> <p>All grade 7,8 teachers</p> <p>All grade 10 careers teachers</p>	<p># of teachers trained</p> <p># of planning meetings</p> <p>% of teachers that stated the lesson plans were implemented</p> <p>% of students that stated their mental health literacy increased</p>	<p>Evaluations completed by teachers</p> <p>Student feedback from these specific grades (survey sent out in May)</p>	8, 10

	<p>dedicated contact for questions or challenges during delivery.</p> <ol style="list-style-type: none"> Send out complementary resources to educators Regularly collect feedback on lesson plan implementation. 	All grade 6 teachers			
<p>To increase coping skills, resiliency, and self-awareness strategies for students in grades K to 12 (eating disorder prevention by Eating Disorders Ontario)</p> <p>To increase opportunities for student leadership through implementation of PALS program</p> <p>To increase students' sense of belonging and inclusion</p> <p>To increase opportunities for physical activity to improve students' physical literacy</p>	<ol style="list-style-type: none"> Implement small groups focused on eating disorder prevention Investigate implementation of Grades 4-6 EDO resource in classes to be led by CYWS Implement PALS training to CYWS Monitor progress of PALS program and EDO resources 	<p>Student Support and Wellbeing Team</p> <p>MH Lead/Manager of Mental Health Services</p> <p>Superintendent of Education</p> <p>Curriculum Consultants</p> <p>Front Line Teachers</p> <p>Front Line ECE's</p> <p>Experiential/Pathways Leads</p> <p>Public Health Staff</p>	<p># of students participating in PALS and EDO classes/small groups</p> <p># of number small groups</p> <p># of pilot site classrooms</p> <p># of CYWs and educators trained in EDO lesson plans and PALS</p> <p># of PALS programs in schools</p> <p>% of students with knowledge and behaviour change related to MindUP and PALS</p>	<p>Retrospective survey with students</p> <p>Staff survey results</p> <p>PALS leadership survey for students</p>	8, 9, 10

<p>To increase student voice via student well-being committees and implementation of action plans in schools (using the foundations for a healthy school framework) Actions will be based on school climate data</p>	<ol style="list-style-type: none"> 1. Support and create student wellness committees in every school facilitated by CYWs 2. Host mini student wellness workshops in elementary and secondary schools 3. Partner with local public health units and experiential lead to effectively implement mental health and well-being activities in a minimum of 11 schools 4. Evaluate school-wide impact 	<p>MH Champions from Schools CYWs Public Health Units MH Lead/Manager of Mental Health Lead Services Health Promotion Officer Experiential/Pathways Lead</p>	<p># of schools with wellness committees # of activities % of students that learned about mental health literacy because of wellness committee activities Testimonials collected and shared</p>	<p>Tracking of activities and outcomes with implementation strategies Evaluations of wellness committee members' work by CYWs</p>	<p>8, 9, 10</p>
Parent Engagement/Education					
<p>To build parent capacity in recognizing and responding to early signs of mental health concerns in their children.</p>	<ol style="list-style-type: none"> 1. Offer Parent Workshops in schools 2. Distribute the Parent Resource Toolkit from SMHO 3. Launch a Mental Health Literacy Campaign by sharing materials via different methods for better understanding of mental health and reduce stigma. 4. Partner with Local Experts: Collaborate with local agencies or health units to provide guest 	<p>Mental Health Lead & Manager of Student Mental Health Services Superintendent of Education CYW and Health Promotion Officer to Lead Student Support and Wellbeing Team Parent Champions</p>	<p># of parents involved in parent education activities # of workshops and evaluations collected # of parents using conversation starters # of parent education activities integrated into whole school</p>	<p>Regularly survey parents to understand their needs, assess effectiveness of supports, and adapt future offerings accordingly. Tracking of parent activities supported in schools</p>	<p>7, 8, 9, 10</p>

	<p>speakers, Q&A sessions, or support groups for parents.</p> <p>5. Adapt and Distribute "Conversation Starters" for parents to support their learning.</p> <p>5. Continue to integrate Mental Health into School Events.</p> <p>6. Offer Drop-in Coffee Chats or Info Sessions by providing informal spaces for parents to connect.</p> <p>7. Collect Feedback & Adjust</p>		activities.		
Supporting Specific Populations					
<p>To increase support for students who struggle with attendance through a tiered approach: prevention, intervention, and targeted support for chronic absenteeism.</p>	<ol style="list-style-type: none"> 1. Implement School-Wide Attendance Awareness Campaigns: 2. Build strong-home relationships by regularly communicating with families about the importance of attendance 3. Foster a welcoming and inclusive climate by embedding SEL practices. 4. Conduct attendance checkins and problem solving meetings. 	<p>Attendance Counsellors</p> <p>MH Lead & Manager of Student Mental Health Services</p> <p>Principals</p> <p>Community Partners</p> <p>Superintendents of Education</p> <p>Planning Department</p>	<p># of campaigns implemented and outcomes from the campaigns</p> <p>% decrease in absences</p> <p>% increase in student engagement</p> <p>% decrease in number of students who are late</p>	<p>Attendance tracking</p> <p># of students supported by attendance counsellors</p> <p># of referrals to attendance counsellors</p> <p># of re-engagement plans developed.</p>	3, 6, 8, 10, 11

	<ol style="list-style-type: none"> 5. Offer targeted small group programs aimed at MH. 6. Manage chronic absenteeism. Conduct home visits. 7. Adhere to protocols by referring earlier rather than later. 8. Create student re-engagement plans. 				
<p>To increase awareness of the supports and services offered by the Student Support and Wellbeing Team, with a focus on meeting the unique needs of specific student populations such as Indigenous students, LGBTQ+ students, and those affected by trauma.</p>	<ol style="list-style-type: none"> 1. Integrate the affirming SMHO resources across the board. 2. Offer age-appropriate presentations in classrooms or school-wide sessions. 3. Host Targeted Awareness Campaigns and Events. 4. Introduce the Life Promotion Toolkit across the system. 	<p>MH Lead & Manager of Mental Health</p> <p>Indigenous Lead</p> <p>Indigenous Social Worker</p> <p>Black Social Worker</p> <p>Health Promotion Officer</p> <p>SSWT</p> <p>Superintendent</p> <p>Principals</p> <p>Communications staff</p>	<p># of students receiving education on cultural diversity</p> <p># of classroom presentations</p> <p># of targeted events</p> <p>% of uptake for Life Promotion Toolkit</p>	<p>Track # of resources distributed</p> <p># of presentations and student feedback</p> <p># of campaigns and events</p> <p># of Life Promotion Toolkits distributed and downloaded statistics</p>	<p>3, 8, 10</p>

Enhancing System Coordination					
<p>To ensure that all students have timely access to the appropriate level of mental health support—delivered by the right providers, at the right time, and in the right setting—through a coordinated and tiered approach to care (Right Time, Right Care)</p> <p>Participate on coordinating committees to support the most complex cases in SL and CK.</p>	<ol style="list-style-type: none"> 1. Create infographic to show themes from partnership day in April 2025 2. Participate in RTRC and develop a memorandum of understanding for all agencies involved. 3. Integrate consent forms and mental health referral processes into the board's electronic documentation system to streamline access to care, improve tracking, and ensure timely, coordinated support aligned with privacy protocols and the Right Time, Right Care framework. 4. Develop a SCCDSB-specific resource, in collaboration with partners, to communicate available supports and initiatives related to school and community mental health to all board staff. 5. Participate on KIDS Team, Community Resolution Team, 	<p>MH Lead /Manager of Mental Health Services</p> <p>SSWT</p> <p>Health Promotion Officer</p> <p>Superintendent of Education</p> <p>EMHware staff</p> <p>Community Partners</p> <p>Curriculum Leads</p> <p>Partners</p> <p>Students</p>	<p>% of referrals to community partners and Telemental Health completed within established timelines.</p> <p># of collaborative meetings held with community partners and internal teams.</p> <p># of formal agreements (e.g., MOUs or partnerships) established with external organizations.</p> <p># of joint activities completed with partners that directly support SCCDSB students and families.</p> <p>% of consent forms that are co-developed with community partners and integrated into practice.</p> <p>% of referrals co-developed with partners and successfully entered into the EMhware electronic system.</p>	<p>Meeting minutes and actions</p> <p>Meeting with mental health agencies and Emhware</p> <p>Tracking new initiatives supported jointly by partnerships</p>	<p>2, 3, 4, 5, 6, 9</p>



	<p>ACCESS Canada, Day Treatment Coordination Committees, Suicide Prevention Committee. Partner with both mental health lead agencies on development of pathway to care for children and youth</p>				
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