

# GECD SB Student Mental Health and Well-Being Action Plan 2025-2026

The Student Mental Health and Well-Being Action Plan demonstrates the importance of placing the whole student at the core of the work. Students' overall well-being encompasses their physical, emotional, mental, and spiritual well-being in the context of their identities and intersectionalities.

Student mental health and well-being is a collective responsibility. Families and caregivers are pillars in promoting and supporting their students' educational journeys. We seek to engage caregivers in mental health literacy alongside students and staff to support student well-being across our schools.

The collective responsibility for mental health promotion, prevention and support are shared by all staff.

Priorities	<u>Identity Affirming Mental Health Literacy</u>	<u>Safe and Mentally Healthy Schools</u>	<u>Early Identification, Prevention and Intervention</u>	<u>Partnerships and Strategic Planning</u>
Goals	<p>Enhance the mental health literacy of staff.</p> <p>Enhance the mental health literacy of students.</p> <p>Enhance the mental health literacy of parents and caregivers.</p>	<p>Strengthen the capacity of administrators to lead safe and mentally healthy schools.</p> <p>Enhance the capacity of school staff to use approaches that support mentally healthy classrooms/schools.</p>	<p>Enhance the knowledge of school staff to understand and recognize signs of mental health concerns in students.</p> <p>Consistent use of evidence-informed, brief interventions.</p>	<p>Strengthen collaboration with community partners, parents/caregivers and students. (e.g., engage key partners in developing the 3-year strategic plan).</p>

## Priority Area 1: Identity Affirming Mental Health Literacy

Goals	SMART Objectives	SMART Indicators
Enhance the mental health literacy of staff.	Provide training in Mental Health Awareness and Literacy module training to all teachers new to Grade 7/8 in 2025/2026 and all new teachers of CHV20 in 2025/2026	Number and % of elementary and secondary teachers trained in delivering the Mental Health Literacy modules.
	Increase in mental health literacy knowledge of staff that engage in the training.	Number of sessions provided to teachers % of educators reported an increase in mental health literacy knowledge following the training.
Enhance the mental health literacy of students.	Engage all grade students in grades 7/8 and students enrolled in CHV20 with the Mental Health Literacy Learning modules	Number of Grade 7 and 8 students who completed the Mental Health Literacy Learning modules. Number of students enrolled in CHV20 who completed the Mental Health Literacy modules.
	Grade 7 and 8 students and students enrolled in CHV20 will have increased knowledge of self-care strategies for their mental health, know when, where and how to seek help for themselves or a friend.	Number of students who report an increase in Knowledge of self-care strategies for the mental health, know where and how to seek help.
Enhance the mental health literacy of parents and caregivers.	Provide webinars and online resources for parents/caregivers focused on information and resources on how to support their child[ren]'s mental health. Increase access for parents/caregivers to information and resources on how to support child[ren]'s mental health.	Number of parents who attended webinars. Number of webinars offered.  Outcome data – pre/post survey [webinar]

## Priority Area 2: Safe and Mentally Healthy Schools

Goal	Objective	Indicator
Strengthen capacity of administrators to lead safe and mentally healthy schools	In August 2025, engage Administrators in professional learning focused on Leading Mentally Healthy Schools e-book	Number of Administrators completed the MH LIT in Action for School Administrators and Leading Mentally Healthy Schools modules
	Increase Administrators' confidence in leading and promoting student mental health in schools	Number of Administrators who report an increase in confidence in leading and promoting student mental health in schools
	Develop protocols and procedures for crisis intervention. Provide professional development on suicide intervention and life promotion.  Update trauma response procedures and protocols	Students in crisis will be supported with immediate access to safety, assessment, and appropriate treatment. Staff responding to crises will be confident and well-guided by a clear, structured procedure  School teams will have access to system-wide support for responding to critical incidents and tragedies
Enhance capacity of school staff to use approaches that support mentally healthy classrooms/schools	Provide school professional learning focused on mental health literacy through professional development/learning for all educator groups using SMHO resources.	Number of professional learning sessions
	Increase school staff capacity to promote mental health and well-being through caring and inclusive practices and evidence-based programming.	Number and percentage of school staff who report an increase in capacity to promote mental health.
	Provide more professional learning to administrators and educators on Social Emotional Learning and the connection with student achievement and well-being.	Number of professional learning sessions

### Priority Area 3: Early Identification and Support

Goal	Objective	Indicator
Enhance the knowledge of school staff to understand and recognize signs of mental health concerns in students	Provide school staff with professional learning and training focused on mental health challenges students face.	Number of professional learning and training sessions  Number of school staff trained
Consistent use of evidence-informed, brief interventions by school social workers	As appropriate, school social workers will utilize evidence-informed brief intervention tools that align with their scope of practice and regulatory college's obligations for privacy and reporting	Number of students that are assessed with a brief/standardized assessment tool Number of students reporting an improvement in their symptoms at the conclusion of school social work intervention

### Priority Area 4: Partnerships and Strategic Planning

Goal	Objective	Indicator
Strengthen collaboration with community partners, parents/caregivers and students. (e.g., engage key partners in developing the 3-year strategic plan)	Build intentional relationships with community organizations that support and represent a range of student identities and intersectionalities.	Number of community organizations
	Engage parents/caregivers, community partners and students in student mental strategic plan consultation.	Number and type of consultation opportunities provided for parents/caregivers, community partners and students to participated in the consultation process
	Increase parent/caregiver, community partner, and student voice in the development of the 3-year strategic plan.	Number of parent/caregivers, community partners and students who report being heard in the development of the 3-year strategic plan