

2024-25



Mental Health Action Plan

ANNUAL UPDATE







Mental Health Action Plan 2024-25

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Priority:

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

Goal #1:

Increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being.

Strategies in Action

Senior Administration and School Administrators will complete the School Mental Health Ontario (SMHO) Mental Health Literacy course

Educators will participate in training at System Leaders meetings, Professional Development days, staff meetings, Guidance meetings, Learning Resource Teacher meetings, Mental Health Leadership sessions, and SMHO meetings

Success Criteria

Senior Administration and School Administrators will demonstrate increased knowledge and understanding of mental health concepts, language and available resources when supporting student and staff well-being

Educators will demonstrate increased knowledge of mental health literacy and how to support student well-being

Progress

100% of administrators are scheduled to complete the Mental Health in Action for School Administrators Course created by SMHO by the end of April 2025

Secondary teachers are providing the new Grade 10 SMHO Mental Health Literacy Curriculum modules through Grade 10 GLC20 - Careers classes, with 82% of Semester 1 Careers classes having completed the course

Initial planning has been completed for administrator training in Restorative Practices and Violent Threat Risk Assessment (VTRA) in 2025-26 academic year

Alternatives to Suspensions support document is being produced. Administrator training and document implementation are scheduled for the 2025-26 academic year

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Strategies in Action

A Social Emotional Learning (SEL) program chart for educators will be shared

Increase the number of schools using the Shanker Self-Regulation framework

Child and Youth Workers will collaborate with educators in classrooms to deliver evidence-based programs and lessons on social emotional learning, healthy relationships, stress management, and mental health literacy, aligned with the Ontario Curriculum

A robust and informative online presence through a lens of inclusion and accessibility for student, family and community access will be built via the public facing website and social media

Success Criteria

Educators will use the chart when choosing resources and supports

Educators will demonstrate increased knowledge of how to support student self-regulation through co-regulation and healthy relationships

Educators will demonstrate increased knowledge of mental health literacy and how to support student well-being

An increased number of stakeholders will have access to timely and up-to-date information about mental health resources and supports in Grand Erie

Progress

Two substance abuse/addiction support resources were added to the SEL program offerings chart

435 educators (from 28 schools and one group of support staff) are receiving Shanker 101 training through the MEHRIT Centre, in addition to 35 schools previously trained in Shanker Self-Regulation Training

Boys and Girls Club, as a new community partner, has provided additional opportunities to support Safe and Inclusive Schools staff in providing nutrition, mental health and academic programming

School-based CYWs are supporting teachers in Grade 10 implementation, and Grade 7 and 8 continuations of SMHO Mental Health Literacy Modules for students

A community Mental Health promotion campaign provides families with mental health information through monthly social media messages

A School Mental Health Ontario button has been incorporated into Grand Erie's main website page to provide educators, students and parents/caregivers with access to quality online mental health resources



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Goal #2:

Provide students with the knowledge, skills and resources to tend to their own mental health and well-being.

Strategies in Action

Student Wellness Teams will be re-established at the Elementary and Secondary levels, and at the secondary level, Wellness Teams will support the establishment of small groups of students using Stress Less resources

Schools will provide students with opportunities to develop skills in identity-affirming mental health and well-being learning and understanding pathways to care that will be provided in a universal design approach

Success Criteria

Students will demonstrate increased knowledge and understanding of mental health concepts, strategies to deal with anxiety and stress, language, and resources

Schools will provide learning opportunities for students in the classroom, in small groups settings, during recess programs, in Wellness rooms and through mental health promotion bulletin boards

Progress

School Wellness Teams supported by 90 School Wellness Champions, will facilitate the attendance of Grade 7-12 students at the Wellness OutLoud event scheduled for May of 2025, which will focus on supporting students to manage stress

Participation on Brant County Ad Hoc Community Safety and Well-Being Plan Formation Committee to foster continuity of community and school support of student mental health

Reviewing and planning with the Grand Erie Public Health Unit for the use of evidence-based student substance abuse programs that will be supported in class by school-based CYW's

Traumatic Event Response Team (TERT) Protocol and Suicide Risk Protocol are currently being reviewed and updated to ensure that supports include current best practices and pathways to care for students

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Goal #3:

Increase awareness and use of resources to support students at risk for suicide or non-suicidal self-injurious behaviours.

Strategies in Action

Provide in-service and learning opportunities and resources for school-based staff to support student suicide prevention

Provide in-service and learning opportunities and resources for school and system staff to support student suicide intervention

Provide in-service and learning opportunities and resources for system staff to support student suicide post-vention

Success Criteria

Administrators and educators will demonstrate an increased understanding of how to support students at risk of suicide by providing K-12 classroom-based mental health and wellness promotion supports and K-12 classroom-based mental health literacy supports

School and system staff will demonstrate an understanding of Grand Erie's Suicide Risk Protocol, Grand Erie's Non-Suicidal Self-Injury Protocol, and Grand Erie's Youth with Complex Suicidal Needs Protocol

School and system staff will demonstrate an understanding of effective pathways to care for students post-vention

Progress

100% of mental health support staff received training to best assist administrators and other school-based staff in life promotion and student suicide prevention
A review of Grand Erie's Suicide Risk Protocol has begun and is on-going

100% of all school staff were provided suicide intervention training and resources, incorporating the Suicide Risk Protocol, through a PD Day session in April 2025

100% of school-based mental health staff received suicide postvention training and online resources through departmental meetings



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Goal #4:

Alignment of common messaging and resources with Indigenous Education, K-12 Program, Specialized Services and Safe and Inclusive Schools.

Strategies in Action

Revise, update and roll out a comprehensive Decision Support Tool to include equity and Indigenous lens as well as curriculum connections

Review and align SEL programs amongst Program K-12 and Specialized Services teams

Success Criteria

Administrators and educators will demonstrate an increased understanding of how presentations are vetted to ensure they are in line with Grand Erie's vision and protocols

Specialized Services, Program K-12 and Mental Health and Well-Being system staff will ensure programs in school contain curricular connections and are aligned with identity affirming language, and universal design for learning

Progress

A decision-making support tool for vetting presentations, including equity-focused considerations, has been digitized

SEL programs have been aligned with grade-appropriate curriculum expectations, which are identified in the SEL chart

Data continues to be collected regarding the use and effectiveness of individual SEL programs to support annual review of the program offerings



349 Erie Avenue, Brantford, Ont., N3T 5V3

Telephone: 519-756-6301 | **Toll Free:** 1-888-548-8878

Email: info@granderie.ca | granderie.ca



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