



Mental Health Action Plan

FINAL REPORT

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

95% of administrators completed the School Mental Health in Action for School Administrators course

Status: Ongoing

88% of secondary teachers in Grade 10 in HV2O (Careers) implemented the new School Mental Health Literacy Curriculum modules

Status: Ongoing

To ensure that all administrators are trained in Violence Threat Risk Assessment (VTRA), two dedicated sessions have been planned: Session 1: August 2025 and Session 2: Summer 2026

Status: In Progress

The Alternatives to Suspension Support document is now complete. Administrators will receive the document for review and begin implementation during the 2025–26 school year

Status: In Progress

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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

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

Progress

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

Status: In Progress

435 educators (from 28 schools and one group of support staff) completed Shanker 101 training through the MEHRIT Centre

Status: Complete

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

Status: Ongoing

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

Status: Complete

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Strategies in Action

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

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

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

Status: Complete

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

Status: Complete

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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

Status: Complete

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

Status: Complete

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

Status: In Progress

The TERT Protocol and Suicide Risk Protocol are currently under review. Once finalized, all staff will receive training and guidance to ensure a clear understanding of both protocols and how to respond effectively in critical situations

Status: In Progress

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Priority:

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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 ongoing

Status: In Progress

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

Status: Complete

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

Status: Complete

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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

Status: Complete

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

Status: Complete

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

Status: Ongoing



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