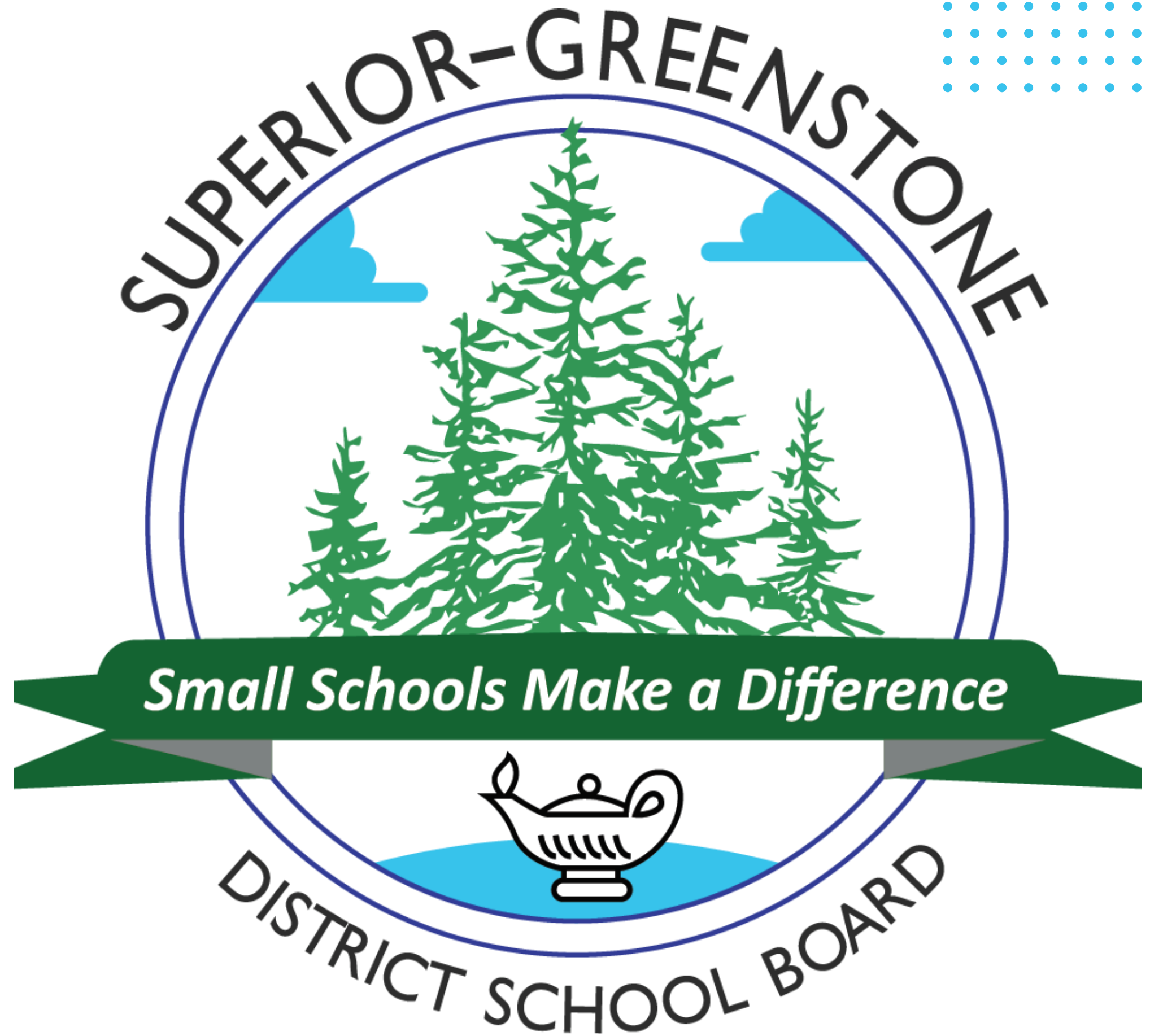
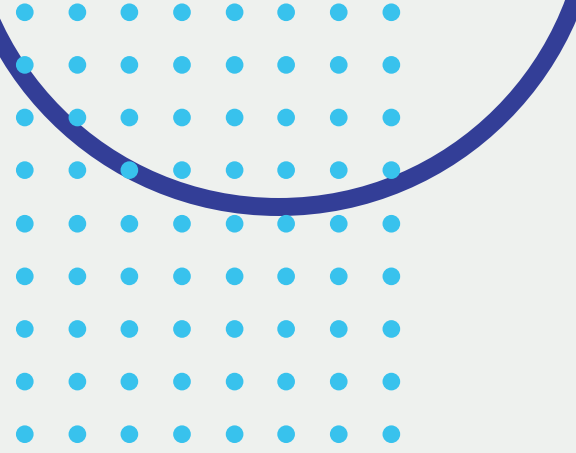


**2026-2027**

**1-Year Action Plan**





At SGDSB, mental health and well-being are strengthened through relationships, belonging, and community. Our small schools allow us to know our students, partner closely with families, and respond to needs in ways that are personal, responsive, and grounded in local context. This Mental Health Action Plan reflects our commitment to supporting every student's well-being through prevention, promotion, intervention, and meaningful partnerships.

# Supporting Well-Being



Superior-Greenstone's 1-year action plan reflects a coordinated continuum of supports for students and families across our school communities, strengthening mental health, well-being, and belonging through three interconnected themes that guide system-wide practices.

Building Capacity focuses on mental health literacy, community partnerships, and suicide prevention to ensure staff, students, and families are equipped with shared understanding and responsive supports. Promoting Wellness emphasizes Tier 1 mental health promotion, student voice, and attendance and engagement strategies that support daily well-being.

Fostering Belonging centres identity-affirming practice and Indigenous Ways of Knowing to ensure all students feel seen, valued, and connected. Together, these themes create a unified continuum of care that supports students from prevention and promotion through to connection and belonging.



# Building Capacity Goals



*'Building knowledge, confidence, and coordinated supports across our system'*

## Mental Health Literacy:

**Enriching mental health literacy across the system by building the knowledge, skills, and confidence of administrators, educators, school staff, students, and families to support mental health and well-being.**

SGDSB will enhance mental health literacy across the system by providing coordinated learning opportunities for administrators, staff, students, and families. This includes professional development for educators, student-focused programming, and accessible mental health information for caregivers through consistent communication. A structured, evidence-informed approach will build shared understanding of mental health, reduce stigma, and strengthen the capacity of the school community to support student well-being.

### **Measures of Success**

- Increased participation in professional learning, student programming, and family engagement opportunities.
- Staff, student, and family feedback demonstrates increased understanding and confidence in mental health literacy.
- Consistent use of shared mental health language, resources, and health promotion across schools.

## **Reinforcing and leveraging professional and community partnerships to enhance coordinated, responsive, and culturally relevant mental health supports for children and youth.**

SGDSB will strengthen and leverage professional and community partnerships to support coordinated, responsive, and culturally relevant mental health services for children and youth. This includes collaboration with community mental health providers, Indigenous organizations, health services, and other local partners to ensure an integrated approach to student well-being.

This work will focus on strengthening communication, clarifying roles and pathways to care, and expanding opportunities for joint planning and service delivery. SGDSB will also actively participate in multi-service community planning tables to advocate for student needs, improve service coordination, and enhance access to supports for children, youth, and families.

### **Measures of Success**

- Increased number of staff trained in suicide prevention and mental health response protocols.
- Staff report increased confidence in recognizing and responding to student mental health concerns.
- Consistent implementation of board suicide prevention protocols and response practices across schools.

## **Community Partnerships:**



## **Strengthening system-wide health promotion and suicide prevention efforts by building staff capacity, confidence, and consistency in supporting student mental health and well-being.**

SGDSB will strengthen system-wide mental health promotion and suicide prevention by building the capacity, confidence, and consistency of staff in supporting student well-being. A coordinated approach will ensure all school staff have access to training and professional learning that supports early identification, intervention, and appropriate response to student mental health needs.

This work will include expanding access to evidence-informed training (e.g., suicide prevention and intervention models), providing clear protocols and guidance for responding to student concerns, and embedding health and life promotion practices into everyday school environments. SGDSB will prioritize a shared understanding of roles in supporting student mental health and foster a culture where conversations about mental health and suicide prevention are approached with confidence, care, and consistency. Through this approach, SGDSB will strengthen its capacity to respond effectively and in a timely manner, while promoting safe, supportive school environments that prioritize well-being, resilience, and early intervention.

### **Measures of Success**

- Increased collaboration with community partners through meetings, case conferencing, and joint planning.
- Improved implementation and use of coordinated referral pathways and service delivery processes.
- Partner, student, and family feedback indicates timely, collaborative access to supports.

## **Suicide Prevention:**



# Promoting Well-Being

*'Creating conditions where students feel connected, engaged, and supported'*

## Tier 1 Mental Health Promotion:

**Enhancing Tier 1 mental health promotion and prevention strategies to build the skills, resilience, and well-being of all students.**

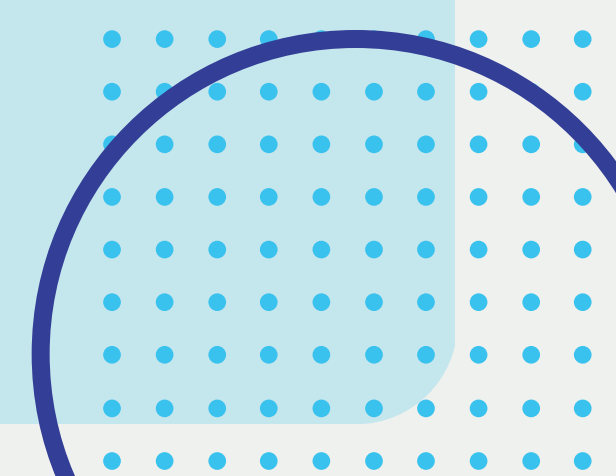
SGDSB will enhance Tier 1 mental health promotion and prevention strategies to support the development of skills, resilience, and overall well-being for all students. A coordinated, universal approach will ensure consistent, evidence-informed programming across schools that promotes social-emotional learning, coping skills, and positive mental health practices.

This work will include school-wide and classroom-based initiatives focused on building protective factors such as connection, self-awareness, emotional regulation, and a sense of belonging. SGDSB will continue to align with School Mental Health Ontario resources and provincial direction, ensuring programming is culturally responsive and reflective of the diverse needs of students. Mental health promotion will be supported through monthly themes, classroom learning opportunities, student engagement activities, and staff-led initiatives that normalize conversations about mental health and reduce stigma.

Through a strong focus on Tier 1 prevention and early intervention, SGDSB will strengthen students' capacity to manage challenges, build resilience, and contribute to supportive school environments that promote well-being for all.

### Measures of Success

- Consistent implementation of school-wide mental health promotion initiatives.
- Increased student participation in wellness activities and mental health promotion events.
- Student feedback indicates improved coping skills, emotional regulation, and sense of belonging.



## Student Voice:



### **Prioritizing student voice by actively engaging students in sharing their perspectives and using their feedback to develop and guide inclusive, culturally responsive mental health activities within their schools**

SGDSB will prioritize student voice by providing consistent, structured opportunities for students to share their perspectives and inform mental health planning. This includes student surveys, focus groups, and engagement with existing student groups (e.g., student councils and culturally relevant student circles) to gather meaningful input.

Student feedback will guide the development of inclusive, culturally responsive mental health supports and activities, ensuring diverse perspectives are represented and reflected in both school and system-level planning.

#### **Measures of Success**

- Increased participation from diverse student groups in surveys, focus groups, and engagement opportunities.
- Student feedback is reflected in school and system mental health planning and initiatives.
- Students report feeling heard, represented, and included in decision-making.

# Attendance & Engagement:

**Prioritizing student attendance by identifying and addressing barriers to engagement, and by working collaboratively with students, families, and school staff to create supportive, inclusive, and welcoming school environments through evidence-based practices.**

SGDSB will prioritize student attendance as a key component of well-being and success by strengthening a coordinated, evidence-based approach to understanding and addressing barriers to school engagement. Building on existing attendance and mental health supports, SGDSB will use data-informed practices to identify patterns of absenteeism and the underlying factors contributing to disengagement, including input from students, families, and caregivers.

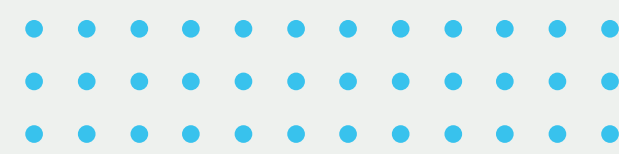
School teams will be supported in implementing consistent, trauma-informed, and culturally responsive attendance practices that strengthen relationships between students, families, and staff. A focus will be placed on early identification, proactive intervention, and collaborative problem-solving through case conferencing, family outreach, and cross-departmental supports.

Through this approach, SGDSB will reduce barriers to attendance, strengthen student connection to school, and foster inclusive environments where all students feel supported to attend, engage, and succeed in learning.

## **Measures of Success**

- Improved attendance trends and reduced chronic absenteeism across the board.
- Increased use of data-informed attendance interventions, case conferencing, and collaborative planning.
- Students and families report stronger connections to school and an increased sense of belonging.

# Fostering Belonging



*'Ensuring every student feels valued, respected, and connected'*

## Identity-Affirming Practice:

**Ensuring that mental health practices are identity-affirming by embedding equity, inclusion, and respect for diverse identities within all aspects of mental health service delivery.**

SGDSB will ensure mental health practices are identity-affirming by embedding equity, inclusion, and respect for the diverse identities and lived experiences of students into all aspects of mental health supports. SGDSB will strengthen its commitment to identity-affirming practice by supporting staff in understanding how culture, identity, ability, gender, and lived experience influence student mental health and access to supports.

This work will include building staff capacity to provide inclusive, strengths-based, and culturally responsive supports, while ensuring that mental health programming, resources, and interventions reflect and honour student identities and the communities they represent. SGDSB will continue to review practices and service delivery approaches to identify and remove barriers, ensuring equitable access to supports for all students. A focus will also be placed on fostering safe, inclusive school environments where students feel seen, respected, and valued through everyday interactions and supports.

Through this approach, SGDSB will strengthen inclusive and equitable mental health practices that support student well-being, belonging, and engagement in school.

### Measures of Success

- Increased staff participation in equity, inclusion, and culturally responsive professional learning.
- Evidence of identity-affirming practices reflected in school environments, programming, and mental health supports.
- Students report feeling safe, respected, valued, and reflected in their school communities.

## **Deepening the integration of culturally rooted practices and Indigenous ways of knowing by strengthening partnerships with Indigenous communities to support the mental health and well-being of all students**

SGDSB will deepen the integration of culturally rooted practices and Indigenous Ways of Knowing by strengthening meaningful, ongoing partnerships with Indigenous communities to support student mental health and well-being. SGDSB will move beyond inclusion toward co-developed, relationship-based approaches by working collaboratively with Indigenous partners, Knowledge Keepers, and community members to inform and guide mental health practices in schools.

This work will focus on expanding opportunities for students to access culturally relevant supports, including land-based learning, traditional teachings, and holistic approaches that recognize the interconnectedness of mental, physical, emotional, and spiritual well-being. SGDSB will support school teams in building capacity to respectfully and meaningfully integrate these practices into everyday school environments, ensuring approaches remain responsive to the identities and needs of students and communities.

Through this commitment, SGDSB will strengthen student identity, belonging, and connection, while promoting mental health practices grounded in culture, community relationships, and holistic well-being.

## **Indigenous Ways of Knowing:**



### **Measures of Success**

- Increased co-developed initiatives with Indigenous partners, Knowledge Keepers, and communities.
- Expanded access to culturally relevant supports, including land-based learning and traditional teachings.
- Students report an increased sense of cultural identity, belonging, and connection to school.