



2026-2027 Mental Health and Addictions

ACTION PLAN SUMMARY

Introduction

This year's Mental Health and Addictions Action Plan builds on our ongoing commitment to creating safe, inclusive, identity-affirming, and culturally grounded school environments that support student mental well-being. While aligned with School Mental Health Ontario (SMH-ON) guidance and PPM 169, the plan is shaped through ongoing collaboration with students, families, Elders, Knowledge Keepers, community partners, and staff to ensure implementation reflects local culture, land-based relationships, lived experience, and community ways of knowing.

Key Priorities

Communication & Shared Language

- Promote a common understanding of mental health using culturally grounded, identity-affirming, and trauma-sensitive language that reflects relational and land-based ways of knowing.
- Embed wellness into everyday school practices, spaces, and interactions through approaches that honour cultural, relational, and community-rooted strengths.
- Apply the [MTSS](#) framework through coordinated, culturally responsive pathways to care that reflect local context and uphold relational accountability.

Professional Learning & Training

- Provide ongoing professional learning in trauma-sensitive practice, emotion validation, cultural humility, and life promotion approaches that reflect Indigenous ways of being, knowing, and relating.
- Strengthen mental health literacy for staff, students, and families using [SMH-ON](#) and Ministry resources while adapting delivery to reflect local context.
- Support the culturally responsive implementation of evidence-based tools and interventions, maintaining fidelity to core therapeutic practices while honouring community-rooted approaches to wellness.

Standardized Processes

- Maintain consistent use of evidence-informed life promotion, suicide prevention and safety planning processes.
- [Embed social-emotional learning](#) (SEL) through culturally grounded practices that reflect Indigenous ways of being, knowing, and relating, shaping daily classroom culture and relationships.
- Strengthen coordinated service planning and collaboration with families and community partners through initiatives aligned with the [Right Time, Right Care](#) model.

Meaningful Collaboration

- Deepen partnerships with Elders, Knowledge Keepers, and community organizations in mental health and well-being planning through relational, culturally grounded approaches.
- Continue opportunities for cultural connection, land-based learning, student voice, and community-informed wellness activities that strengthen identity, belonging, and relational accountability.
- Continue to engage students in leadership, peer mentorship, and shared responsibility for promoting belonging, wellness, and positive school culture in ways that reflect community values and strengths.

Implementation Highlights

- Our work is guided by evidence-informed resources, including [School Mental Health Ontario](#) (SMH-ON) and community-rooted approaches to wellness.
- Identity, culture, and land-based learning remain central to all mental health promotion and intervention efforts.
- Standardized protocols, measurement-based care, and ongoing reflection help support consistent, culturally responsive, and community-informed pathways to care.

Our Commitment

We remain committed to a whole-school, culturally grounded approach to mental health and well-being that reflects the strengths, identities, relationships, and lived experiences of the communities we serve. Through ongoing collaboration with students, families, Elders, community partners, and staff, we strive to create safe, inclusive, and supportive learning environments where all students feel connected, valued, and able to thrive.