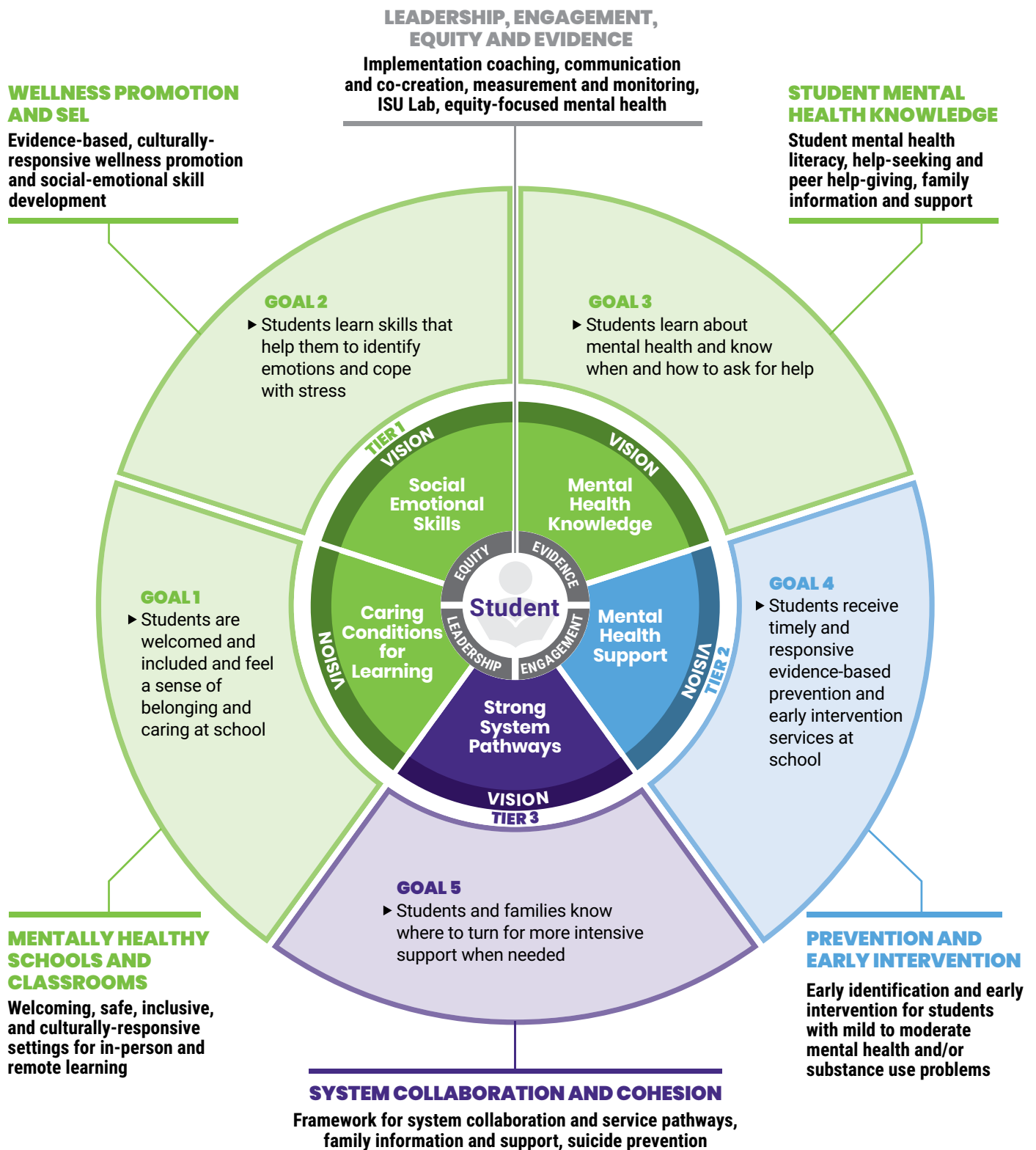


SCHOOL MENTAL HEALTH ONTARIO 2019–2022 ACTION PLAN



ACTION PLAN OVERVIEW CHART

Strategy Areas:	Action Plan Focus:
TIER ONE	
Mentally healthy classroom environments	<ul style="list-style-type: none"> • Ongoing learning for system/school leaders and educators to reinforce in-person and virtual mentally healthy systems, schools and classrooms • Mental health resources and supports that prioritize the voices and experiences of students from racialized, marginalized, oppressed and underserved groups • Respond to emerging staff & student needs related to COVID-19, prioritizing a sense of hope and wellness during difficult times
Evidence-based social-emotional development programming as part of regular classroom life	<ul style="list-style-type: none"> • Ongoing learning, resources and supports to assist with effective implementation of culturally-responsive social emotional learning at school • Exploration of professional resource and learning priorities to support mental health of students with special education needs • Culturally-responsive early years mental health resources and support
Mental health awareness, learning and stigma reduction for students and families	<ul style="list-style-type: none"> • Ongoing response to #HearNowON student priorities for mental health learning, SMH equity and inclusion, student voice and leadership, and appropriate help-seeking and peer help-giving. • Communication and learning for parents and families to support student wellness, especially during COVID-19 times, through boards/schools
TIER TWO	
Role-specific capacity for noticing and responding when students are experiencing signs of mental health problems	<ul style="list-style-type: none"> • Mental health literacy for system/school leaders and educators, including guidance teachers, grad coaches, and special education teachers • Focused mental health learning for student support workers (e.g., CYWs, chaplains) • Focused role-specific learning for school staff on substance use prevention and suicide prevention (including consideration of safety nets for virtual schools)
High-quality, consistent, and accessible prevention and early intervention services at school	<ul style="list-style-type: none"> • Ongoing training in evidence-based, culturally-responsive prevention and early intervention protocols for regulated SMH professionals (at school and virtual) • Focused support for uptake, implementation, and measurement/ monitoring of prevention and early intervention services • Focused support on substance use prevention, and suicide prevention, especially during COVID-19
TIER THREE	
Strong system collaboration and clear pathways to, from and through services	<ul style="list-style-type: none"> • Ongoing work in supporting school pathways • Collaborative initiatives with community mental health partners and cultural/faith-based organizations to develop and enact a framework for effective stepped care support for children, youth and families (including virtual care supports) • Suicide prevention, intervention, and postvention programming • Working with boards/schools to support parents of children who are struggling with mental health problems, including making connections to more intensive supports

