

The Kawartha Pine Ridge District School Board is entering the final year of its 2024–2027 Mental Health and Well-Being Strategic Plan. This plan guides the work for the 2026–2027 school year with a focus on three key areas:



Grow capacity and well-being



Measure impact to support continuous improvement



Plan for the future through the development of a new three-year strategic plan

The 2026–2027 Mental Health and Well-Being Action Plan reflects four priorities:

1

Leading Mentally Healthy Schools

2

Engagement and Collaboration

3

Mental Health Literacy for All

4

Using Data to Guide Support

Priority #1

Leading Mentally Healthy Schools

The Kawartha Pine Ridge District School Board will strengthen school and system leadership capacity to embed mental health and well-being as foundational elements of school culture and practice.

Goal #1

Create a KPR Mental Health Leadership Team (MHLT) to support system-wide implementation and monitoring of the Mental Health and Well-Being Action Plan.

Actions:

The Mental Health Leadership Team will:

- Champion the Mental Health and Well-being Action Plan into leadership practices, including communication, improvement planning, and decision-making
- Lead the development of the 2027–2030 Mental Health and Well-Being Strategic Plan and 2027–2028 Mental Health and Well-Being Action Plan, informed by data and stakeholder engagement

Goal #2

Strengthen leadership practices that support inclusive learning environments and promote belonging, well-being, and student engagement.

Actions:

- Expand use of School Mental Health Ontario reflection tools across all schools
- Partner with school and system leaders to implement strategies that embed mental health promotion in daily routines and classroom environments
- Support school leaders to monitor and enrich the conditions for learning (belonging, safety, inclusion) by embedding mental promotion and enriching school improvement plans
- Build system-wide understanding of identity-affirming mental health practices that align with curriculum and are supported by current research

Anticipated Outcomes:

Increased quality, consistency and sustainability of school mental health promotion practices.



Engagement and Collaboration: Working Together

KPR will strengthen engagement with students, families, and community partners to support school-based mental health promotion, prevention, and intervention.

Goal #1: Student Voice

Actions:

- Build capacity for students to lead mental health promotion initiatives at school
- Work with students to create a system-wide initiative to improve awareness of mental health supports and how to access them
- Engage students in developing the next mental health and well-being strategic plan

Goal #2: Parents and Caregivers

Actions:

- Expand promotion of the By Your Side Parent/Caregiver Learning Hub
- Support schools to share information and resources with families that promote mental health literacy and school attendance
- Engage parents and caregivers in developing the next mental health and well-being strategic plan

Goal #3: Community Partnerships

Actions:

- Strengthen partnerships with community services that support the mental health and well-being of children, youth, and families
- Improve collaboration and referral pathways with community-based children's mental health services and supports
- Advance Right Time, Right Care implementation

Anticipated Outcomes:

Increased engagement of diverse perspectives and approaches to support a multi-tiered system of support for student mental health.



Mental Health Literacy For All

Implement a comprehensive and connected approach to mental health literacy for staff, students, and families.

Goal #1

Strengthen staff knowledge, skills, and confidence to support mentally healthy learning environments, social-emotional learning, and mental health literacy for students.

Actions:

- Implement a system-wide mental health literacy scope and sequence
- Deliver ministry-mandated mental health literacy modules in Grades 6, 7, 8 and Grade 10 Career Studies (GLC2O)
- Expand implementation of Stop Now and Plan (SNAP) for Schools
- Integrate mental health literacy into professional learning for leaders and educators
- Build system-level capacity to monitor the implementation of mental health literacy initiatives

Goal #2

Improve early identification of students who may be experiencing mental health challenges and navigation to appropriate supports.

Actions:

- Build capacity across the system through targeted learning opportunities in suicide prevention and intervention
- Strengthen staff capacity to recognize emerging mental health concerns and connecting students to appropriate supports and pathways

Anticipated Outcomes:

Improved student understanding of mental health, healthy coping strategies, recognizing emerging concerns early, and accessing help when needed.



Priority #4

Using Data to Guide Support

Strengthen the consistent use of measurement-based care (using data to guide clinical practice) in school-based mental health services.

Goal #1

Improve continuity of school-based mental health services and strengthen capacity to support students to, through, and from community-based care.

Actions:

- Establish clinical practices that support the consistent delivery of school-based mental health services in alignment with student needs, across KPR schools
- Work with community children’s mental health and addictions service partners to develop shared approaches to screening

Anticipated Outcomes:

Improved equitable access to student mental health services.



Alignment with School Board Responsibilities

PPM 169 Responsibility	Priority 1 Leadership Commitment	Priority 2 Collaboration & Engagement	Priority 3 Mental Health Literacy for All	Priority 4 Using Data to Guide Support
Joint Local Planning	✓	✓	✓	✓
Multi-Tiered Systems of Support	✓	✓	✓	✓
Measurement-Based Care				✓
Suicide Prevention, Intervention and Postvention Protocol	✓		✓	✓
Virtual Care Delivery				✓
Educator Mental Health Literacy	✓	✓	✓	
Student Mental Health Literacy		✓	✓	
Family Mental Health Literacy		✓	✓	
Social-Emotional Learning	✓			
Mental Health Absences	✓		✓	
Student Achievement Plan Priorities				
Increase percentage of students in grades 1-8 whose attendance rate is ≥ 90%		✓	✓	
Improve percentage of students in grade 6, 9, and 10 who report being aware of mental health supports and services			✓	

If you are unsure about any terms in this plan, this glossary provides clear explanations to support understanding.

- **By Your Side Toolkit**

- ◊ A collection of resources developed by School Mental Health Ontario to support parents and caregivers in understanding and promoting their child's mental health and well-being.

- **Conditions for Learning**

- ◊ The key elements that help students learn and succeed at school, including feeling safe, included, and a sense of belonging.

- **Culturally Responsive**

- ◊ An approach that respects and reflects the diverse backgrounds, identities, and experiences of students and families.

- **Evidence-Informed Practices**

- ◊ Strategies and approaches that are based on research, data, and demonstrated effectiveness.

- **Equitable Access**

- ◊ Making Sure every student can get the mental health support they need by removing barriers and adjusting services to fit different needs.

- **Identity-Affirming**

- ◊ Practices that recognize, respect, and support each student's unique identity, including culture, race, gender, ability, and lived experience.

- **Mental Health**

- ◊ A positive state where individuals feel safe, supported, connected, and able to cope with challenges.

- **Mental Health Literacy**

- ◊ Learning and understanding about mental health, including how to maintain well-being, how to recognize mental health challenges, how to seek help and support.

- **Right Time, Right Care**

- ◊ Work happening across Ontario between the education and children's mental health sectors to create a system where students receive the appropriate mental health support at the right time, in the right place, based on their needs.

- **Scope and Sequence**

- ◊ A plan that outlines what will be taught (scope) and the order in which it will be taught (sequence).

- **Social-Emotional Learning (SEL)**

- ◊ The process of learning skills for success such as managing emotions, building relationships, and making responsible decisions.

- **Stop Now and Plan (SNAP) for Schools**

- ◊ An evidence-based 12-week prevention program delivered in elementary classrooms that helps students to build emotional regulation and social skills