

2026–27 Annual Mental Health and Addictions Action and Implementation Plan



Mental Health and Addictions Annual Action Plan Template

This template is designed as a working document to assist you to build on the priorities to create a clear action plan for advancing student mental health and wellness for the school year.

PPM 169 requires boards to post their annual action plan to their websites by June 30 of each year. Many boards summarize the Action Plan in a format consistent with their board's communications style. The summarized document will meet the requirements of PPM 169.

Gather information

To help to ground the action plan, mental health leadership teams can draw on:

- ▶ a review of the Board Mental Health and Addictions (MHA) Strategy and Action Plan, and related progress
- ▶ considerations highlighted in information gathered from various sources (e.g., SMH-ON scan, data from summer mental health services, public health guidance, survey data and other sources)
- ▶ an assessment of available resources (e.g., board-developed materials, SMH-ON Toolkits and resources)

Establish priority areas

Considering the priorities established in your Mental Health and Addictions Strategic Plan and in discussion at your mental health leadership team, decide on your board's priorities for this school year, and what supports must be in place to address the priorities you have identified. Consider how your priorities align with the **five focus areas noted in the School Mental Health Ontario 2025-2026 Action Plan**.



Five focus areas

1

Centre every student and family with mental health messaging, literacy, engagement opportunities and culturally responsive programming and services.

2

Equip school and district staff for effective, role-specific school mental health practice.

3

Differentiate and scale evidence-informed mental health and addictions programming across the multi-tiered system of support.

4

Expand and enhance partnerships to promote and support student mental health.

5

Encourage connection, community and calm to advance student mental health across Ontario schools.

Choose related actions and supports

Decide which actions, resources and supports will be most helpful to achieve the goals, address priority areas and contribute to achieving the desired outcomes and outputs. Consider your board Mental Health and Addictions Strategy, local needs and resources, issues of equity and inclusion, and other factors.

Articulate the action plan

Use the template to specify **what** action, by/for **whom**, introduce **when**, and **how** to monitor (indicators of success, anticipated outcomes as well as data sources/measurement tools). These details can then be used to develop SMART (specific, measurable, attainable, relevant, and time-bound) objectives. Communicate the Mentally Healthy School Action Plan in alignment with your Board Improvement and Equity Plan.

Your School Mental Health Ontario implementation coach is available to support you with this work.



Priorities from Mental Health and Addictions Strategic Plan and Mental Health Leadership Team discussions

Priorities from 3 Year MHA Strat Plan	Board mental health and addiction priority statement (do these address the current identified needs of your students?)	SMH-ON focus areas addressed by the priority
Priority #1	Improve Early Identification and Access to School-Based Mental Health and Re-engagement Supports.	☐ Centre every student and family. ☐ Equip school and district staff. ☒ Differentiate and scale programming. ☐ Expand and enhance partnerships. ☐ Encourage connection, community and calm.
Priority #2	Address Substance Use, Vaping and Technology Addiction through prevention and early intervention.	☐ Centre every student and family. ☒ Equip school and district staff. ☐ Differentiate and scale programming. ☐ Expand and enhance partnerships. ☐ Encourage connection, community and calm.
Priority #3	Strengthen Tiered Mental Health Promotion and Prevention across all schools.	☐ Centre every student and family. ☐ Equip school and district staff. ☐ Differentiate and scale programming. ☐ Expand and enhance partnerships. ☒ Encourage connection, community and calm.
Priority #4	Advance Culturally responsive Mental Health and well-being Services.	☐ Centre every student and family. ☐ Equip school and district staff. ☐ Differentiate and scale programming. ☒ Expand and enhance partnerships. ☐ Encourage connection, community and calm.



Goals from 3-Year MHA Strat Plan	Key actions	Audience (whom the action is intended to support)	Timeline	Anticipated outcomes, indicators of success	Data source or measurement tool	MTSS (Tier 1, 2 or 3)	Resources (SMH-ON and board, other evidenced informed sources)	SMART Objective (specific, measurable, attainable, relevant and timebound)
PRIORITY #1								
Goal #1 – Enhanced attendance monitoring at all school supporting early identification and the allocation of well-coordinated supports.	Enhanced attendance monitoring and implementation of re-engagement plans.	School Attendance Teams – Principal, VP, School and Attendance Counsellor	September 2026 to June 2027	Each school will have a fully operational attendance meeting on at least a bi-weekly basis. Updated list of at risk students will be readily available at each site.	Each school will document attendance meetings – highlighting students in risk, next steps and follow-through.	1,2,3	Ongoing consultation with Re-engagement team.	By June 2027 – all schools have regular attendance meetings, be documenting students discussed and follow-through of action steps.
	Office staff and teachers trained in trauma-informed approaches and PSRP (Proper Student Reception Protocol)	Main office staff (secretaries), VP's, P's and teachers trained in reception protocols.	Ongoing	Students returning from absence will receive warm, accepting and encouraging greetings from all staff and will feel a greater sense of belonging at school.	Student and parent report.	1,2,3	ADSB Connect – monthly newsletter PSRP Training	By June of each year a higher percentage of staff will have received training and boosters on Proper Student Reception Protocol (PSRP).
	Attendance Management Groups to make appropriate and timely referrals to Re-engagement Team	All Attendance Management Teams to refer students approaching chronic absenteeism to School and Attendance Counsellors	Ongoing	Referrals received by Re-engagement team will be appropriate for service. Utilization Rates of re-engagement coaches will be improved.	Sessions and Contacts will meet or exceed team averages.	2	Training Monitoring Motivational Training Use of Measurement	Annual stats from Re-Engagement team will show a 25% increase in session and contact and 50% of students referred will show improvement in school attendance rates.
Goal #2 – Responsive and Effective Re-Engagement support provided to students chronically absent from school	Enhanced support for students enrolled in alternative education programs	Students, Staff, Caregivers	Ongoing	Improved attendance monitoring and rates across alternative academic sites – students demonstrate progressive steps toward full integration.	Attendance Rates, Contact/Session per student, and # of students with comprehensive reintegration plans.	1,2,3,4	<i>Reclaiming Our Students</i> – Hannah Beach <i>Waves of Change in School</i> <i>Attendance</i> - Youth Mental Health Canada (Resources from the Spring 2026 Conference)	All students in START Program / SAL / Home Instruction will receive regular check-ins, reintegration plans and additional support as needed.
	Students with marked improvement in attendance will have opportunity to participate in the 'On the Rise' Attendance Panel	Students in attendance recovery and those at risk of chronic non-attendance	Winter 2027	Improved Attendance, Student Engagement, Student Awareness of Supports and Services.	Attendance at events, Improved attendance rates, Student surveys.	1,2,3,4	ADSB Pilot from 2025/26	By mid-winter 2027, students will have participated in the ADSB 'On the Rise' student attendance panel.





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PRIORITY #2								
Goal #1 Substance Use Programming Enhancements - <i>PreVentre</i>	School and Attendance Counsellors to receive training in <i>PreVentre</i>	School and Attendance Counsellors servicing grades 7-9	Fall 2026	School and Attendance Counsellors have the skills and knowledge necessary to implement the program	# of School and Attendance Counsellors receive Certification.	1,2	SMHO and CAMH Subject Matter Experts	Staff will be trained and will have begun implementing the <i>PreVentre</i> Program by Winter 2027.
	<i>PreVentre</i> Information Sessions provided to relevant stakeholders	Caregivers, teachers, administration to receive program information	Fall 2026 and Winter 2027	Gathered school and community support for programming.	Stakeholders receive information via multiple sources.	1,2	SMHO and CAMH Subject Matter Experts	Stakeholders knowledgeable and supportive of program during and after program delivery by winter 2027 and ongoing.
	Implementation and Sustainability	Students in grades 7-9	Winter 2027	Students complete required surveys and applicable programming.	# of students completing survey and # of sessions of program.	1,2	SMHO and CAMH Subject Matter Experts	Students have increased knowledge of risks of substance use, delay initiation of alcohol use and binge drinking.
	ADSB Staff trained in anti-vaping tools and resources – Partnership with APH	Principals/V/P's, Teachers, E.A's, Grad Coaches, APH	Ongoing	ADSB Staff feel well-resourced to educate, role model and support anti-vaping initiatives by students.	Staff surveys, # of applicable events per school per year.	1,2,3	STOP the Haze – Lung Foundation Algoma Public Health Mental Health and Addictions Nurses.	School leaders and staff will participate in Anti-Vaping training and co-facilitate events throughout the school by Spring 2027.
Goal #2 Anti-Vaping Targeted prevention and awareness campaigns throughout the year	Caregivers receive high quality resources to help their children refrain from/stop vaping	Caregivers	Winter 2027	Parents acknowledge having access to useful resources.	Parent survey and resource utilization.	1,2,3	STOP the Haze – Lung Foundation Algoma Public Health Mental Health and Addictions Nurses.	By Winter 2027 all student households will have anti-vaping resources and at least 100 parents will have participated in anti-vaping workshops.
	Students provided anti-vape resources and support	Students	Winter 2027	Reduced Vaping levels. Increased use of positive coping skills.	Student Self-Report. Reduced suspensions for Vaping in schools.	1,2,3	STOP the Haze – Lung Foundation Algoma Public Health Mental Health and Addictions Nurses.	By Winter 2027, 50% of grade 9-12 students will have participated in 'Stop the Haze' learning groups.





Goal #3									

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PRIORITY #4

Goal #1 Community partners actively engaged in supporting student well-being and improved attendance rates.	Caregiver resources prepared and available	Caregivers	January 2027	Parents participate in workshops and access resources that enhance student MH and well-being	Satisfaction Survey Results. Parent engagement.	1,2,3,4	SMHO - By Your Side Principle-Guided Psychotherapy Triple P EFFT Emotion Coaching	By Spring 2027, ADSB will have hosted at least 3 parenting workshops and engaged at least 25 caregivers.
	Co-develop culturally relevant wellness initiatives with First Nation and other cultural partners including land-based learning, and cultural programming	Community partnerships Students and Families	Winter 2027	Students Experience greater cultural belonging and identity affirmation, leading to increased engagement, resilience and regular attendance.	Program participation rates, attendance records, student voice surveys, qualitative feedback from Elders, families and other cultural leaders from the community.	1,2,3	SMHO Resources Elders / Knowledge Keepers Band Reps	By 2029, each school will implement at least three co-developed culturally grounded wellness initiatives annually, with at least 75% of participating students reporting increased school connectedness/belonging and a 10% reduction in chronic absenteeism among participating students.



	Establish formal interagency collaboration protocols with local police and child protection authorities, including regular case consultation, information sharing (within legal limits) and coordinated response planning for students experiencing significant mental health, safety, attendance, or well-being concerns.	Child Protection and Police – Liaison Officers involved in regular meetings	Winter 2027	Early identification of at-risk students, more coordinated interventions, reduced service, duplication, improved student safety, and increased school attendance and engagement.	Attendance Data – Number of joint consultations – Referral and Response Times – Agency Feedback Surveys	3,4	RTRC Framework, Algoma Model	By June 2029, formal protocols will be in place for all local police services and child protection agencies serving students and families of ADSB, with quarterly meetings and coordinated response for 100% of high-risk students requiring multi-agency interventions, resulting in a 15% improvement rate in attendance among participating students.
Goal #2								
Goal #3								



Mental health & addictions leadership team

It is anticipated that the Board Mental Health Strategy will be co-created with the support of the mental health leadership team. List all members of the leadership team and the stakeholder group that they represent to acknowledge their contribution and endorsement.

Equity, Reconciliation, Well-Being Team
Well-Being Leadership Team

Signature of mental health lead

Date

Signature of responsible superintendent

Date

Signature of director of education

Date

Additional resources



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario