



2024-2027 Mental Health & Well-Being

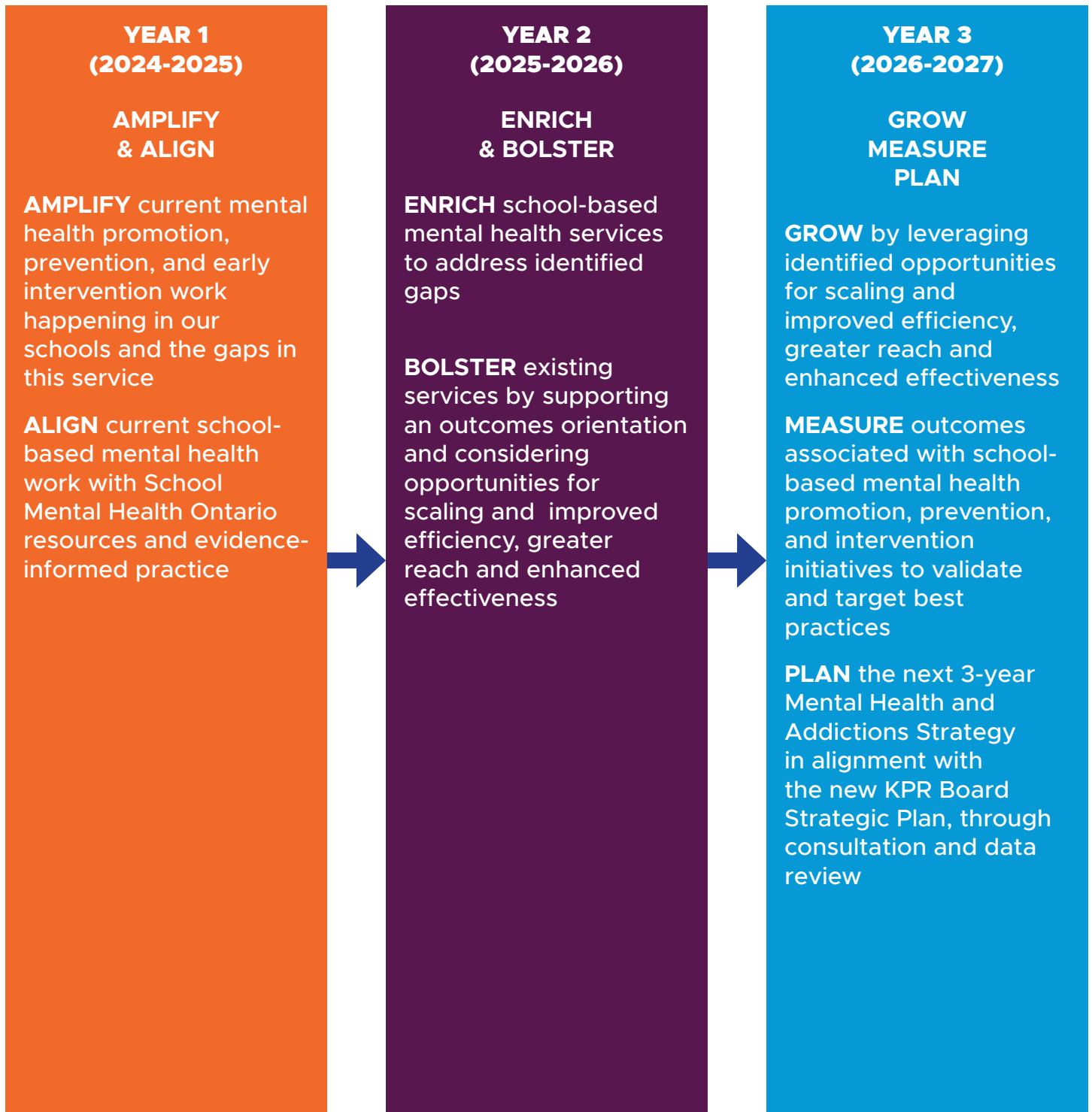
2024-2027 Mental Health & Well-Being Strategic Plan
2024-2025 Mental Health & Well-Being Action Plan



At KPR, we are committed to ensuring that every student has access to personally meaningful, identity-affirming, and evidence-informed mental health promotion, prevention, and intervention services at school so that they can excel in learning, succeed in life, and enrich our communities.



2024-2027 Mental Health & Well-Being Strategic Plan



Moving from measuring outputs to measuring outcomes

2024-2025 Mental Health & Well-Being Action Plan

2024-2025 MENTAL HEALTH & WELL-BEING ACTION PLAN	Well-Being to Excel in Learning (WBEL)	Well-Being to Succeed in Life (WBSL)	Well-Being to Enrich Our Communities (WBEC)
STRATEGIC PRIORITIES	IDENTITY-AFFIRMING SCHOOL MENTAL HEALTH		
	<p style="text-align: center;">System, School, Classroom Mental Health Leadership Early Identification & Student Support</p>	<p style="text-align: center;">Strength-Based Mental Health Promotion Mental Health Literacy & Stigma Reduction Intensive Supports & Service Pathways</p>	<p style="text-align: center;">Student Leadership, Participation & Agency</p>
ACTIONS	<p>WBEL-1 Supporting every student’s readiness to learn by maintaining positive relationships within a caring school community and safe, welcoming, inclusive classrooms</p> <p>WBEL-2 Facilitating social-emotional skill development through instruction, embedded opportunities for practice and ongoing modelling</p> <p>WBEL-3 Facilitating access to appropriately aligned mental health and addiction services and supports for every student</p>	<p>WBSL-1 Fostering belonging for every student, recognizing that connectedness is a powerful protective factor in child and youth mental health and well-being</p> <p>WBSL-2 Centering the needs of students who have been disproportionately impacted by social determinants of health, racism, and/or marginalization; an explicit focus on equity, reconciliation, and identity-affirming school-based mental health promotion, prevention and intervention</p> <p>WBSL-3 Consulting and collaborating with students, caregivers, staff and community partners to plan and implement school-based opportunities to build Mental Health Literacy.</p>	<p>WBEC-1 Cultivating a whole-school mindset of empathy, understanding, and non-judgmental support</p> <p>WBEC-2 Teaching, nurturing and modeling the skills necessary to choose and maintain healthy relationships and be an active citizen</p> <p>WBEC-3 Elevating student voice and lived experience by facilitating diverse, identity-affirming and meaningful leadership opportunities in mental health and stigma reduction</p>

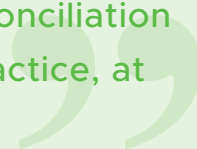
KPR has made a bold structural change that honours the inherent connection between Mental Health and Well-Being and Equity, Diversity, & Inclusion. We have aligned our Mental Health Lead role within our Equity, Diversity, & Inclusion Department; strengthening collaborative thinking, planning, and service delivery.

This shift reflects feedback and direction we have received from our students, caregivers, staff, and community members that school-based mental health promotion, prevention, and early intervention must be identity-affirming and culturally relevant. It is also supported by research and best-practices in the field.



School mental health done well recognizes and affirms the identity of every student. Identity and mental health are inextricably linked. Who you are impacts how you feel. When your identity is affirmed, reflected and celebrated, and you feel a sense of hope, purpose, belonging and meaning, you're more likely to feel a strong sense of positive mental health, well-being and connection. If your identity is ignored, excluded, or misunderstood, or if you experience racism or oppression, you can suffer emotionally and must work much harder than others to gain a sense of well-being.

The resources and services that make up a system of support need to be selected and implemented with commitments to reconciliation and equity, and identity-affirming school mental health practice, at the heart.

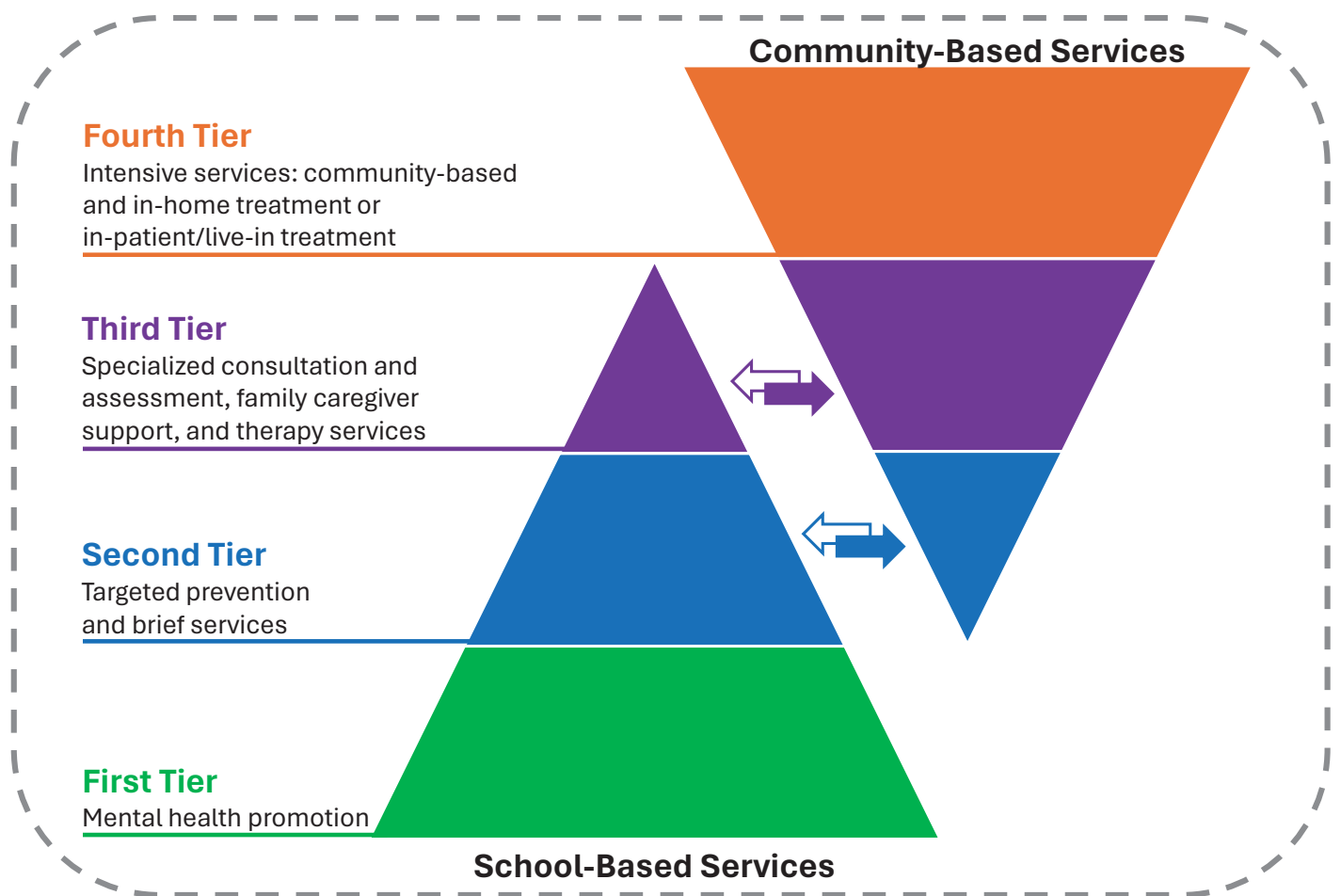


Leading Healthy Schools 2.0, School Mental Health Ontario (2024)

KPR delivers school-based mental health services using a Multi-Tiered System of Supports.

This model aligns with the provincial model that outlines an Integrated Tiered System of Care between school-based and community-based child and youth mental health and addictions services. It highlights the critical role that schools have in everyday well-being and helps systems and schools to identify and respond to students' mental health needs in a comprehensive and integrated manner. This structure helps to establish priorities, clarify roles, and ensure service coordination and quality.

A Multi-Tiered System of Supports structure includes a continuum of services: mental health promotion, early identification, prevention and early intervention, and service pathways/clinical support for more intensive mental health needs. It emphasizes that most of the work of schools must be focused on Mental Health Promotion (Tier 1) and Prevention (Tier 2); along with building pathways to and from community and hospital-based mental health services, who focus their work Early Intervention (Tier 3) and Intensive Services (Tier 4).

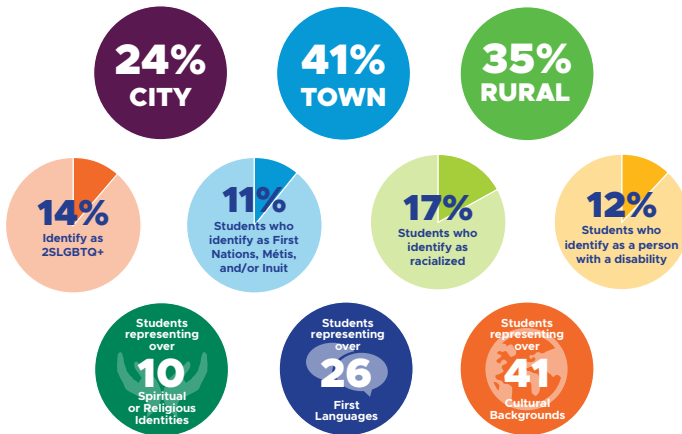


Education Ontario Policy/Program Memorandum 169, Figure 1 – Integrated Tiered System of Care (2024)

Driven by Data

Who Are KPR Students

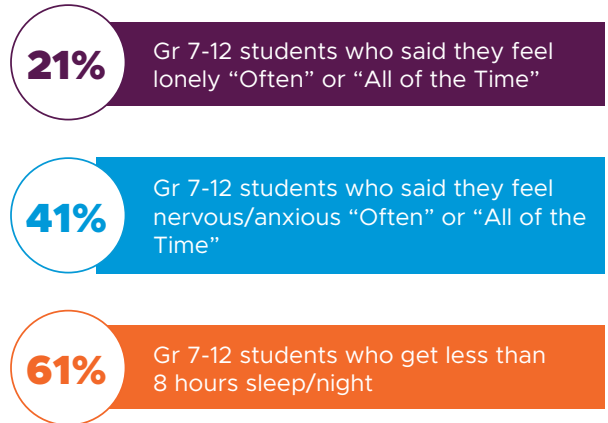
Over 35,000 Students



KPR Every Student Matters Census (2019)

* Updated census information is being gathered & will be available within the 2024-2025 school year

How are KPR Students Feeling?



What Are Youth Asking For?

Student Recommendations

- 1 Students want their teachers, and their parents/caregivers and families to learn more about mental health.
- 2 Students want to learn about mental health at school and prefer that this learning be frequent, early, and varied.
- 3 Students want greater access to tools and resources to support their mental health, cope with stress and navigate peer support safely.
- 4 Students want strong equity-based and culturally-responsive mental health resources and support.
- 5 Students want leadership opportunities to be more accessible to every student and to create space for different leadership styles.

School Mental Health Ontario (2021)

The Provincial Context: Children's Mental Health in Ontario



Children and youth are facing unprecedented levels of mental health challenges with increasing complexity. Recent data shows that mental health challenges made up four of the top ten reasons for hospitalizations among 5 to 17-year-olds in Ontario.

Children's Mental Health Ontario (2024)

In 2020, Kids Help Phone reported **twice** as many interactions (phone calls, texts, use of self-directed help resources) across Canada compared with 2019.

*The Well-Being of Ontario Students
Centre for Addiction and Mental Health (2021)*

3

**Key Themes
Emerged**

Meaningful support for the
mental health & well-being of
every student that is identity-
affirming & culturally relevant

A focus on mental health
promotion, prevention &
early intervention at school

Student mental health
leadership opportunities that
are accessible and varied

7

**Strategic Priorities
Identified**

Identity-Affirming
School Mental Health

System, School, Classroom
Mental Health Leadership

Strength-Based
Mental Health Promotion

Mental Health Literacy &
Stigma Reduction

Early Identification & Support

Intensive Supports &
Service Pathways

Student Leadership,
Participation & Agency

The Importance Of A Focus On Well-Being & Mental Health At School

Promoting the healthy development of all students, as well as enabling all students to reach their full potential, is a priority for educators across Ontario. Students' health and well-being contribute to their ability to learn in all disciplines, and that learning in turn contributes to their overall well-being. A well-rounded educational experience prioritizes well-being and academic success for all students by promoting physical and mental health, social-emotional learning, and inclusion. Parents, community partners, and educators all play critical roles in creating this educational experience.

Educators support the well-being of children and youth by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind supports not only students' cognitive, emotional, social, and physical development but also their sense of self and/or spirit, their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

An educator's awareness of and responsiveness to students' cognitive, emotional, social, and physical development, and to their sense of self and/or spirit, is critical to their success in school.

*Ontario Curriculum: Considerations for Program Planning
Student Well-Being & Mental Health*

