

# Upper Canada District School Board Student Mental Health Strategy – 2020-2023

**At UCDSB we prepare all students for a successful life.**



*A consistent, equitable, and intentional culture of well-being and inclusivity in all our schools will support students to:*

**Experience a positive sense of self and belonging  
Develop skills to make positive choices  
And live healthy lives to their full potential**



## The UCDSB Mental Health Strategy

**Our Mission:** To create a culture of mental wellness so that all students are prepared for a successful life.

**Our Vision:** Students and staff are connected to each other and their communities, are fluent in practicing the habits conducive to wellness, and can identify and intervene early when mental health problems arise.

**Our Values/Commitments:** Caring, Courage, Empathy, Fairness, Generosity, Honesty, Perseverance, Resilience, Respect, Responsibility.

The UCDSB Student Mental Health Strategy Plan will continue to focus on four key areas of priority:



Build Mental Health Literacy in students and staff.



Enhance access to supports for social-emotional learning using evidence-based programming in all schools.



Articulate pathways to care, and ensure appropriate levels of support for vulnerable students.



Provide staff, student and family access to reliable, evidence-based and evidence-informed information and resources.

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**UCDSB Board Improvement Plan for Student Achievement and Wellness**

**Wellness Goal – 2020-2021**

Students will **see** themselves reflected in their learning environments, **feel** a sense of belonging their school, **participate** actively in co-creating a safe and caring school culture and **know** that there is a community of support for learning, mental health and wellbeing.

Know the Learner	Plan for Learning (Pedagogical Practices)	The Learning Environment
<ul style="list-style-type: none"><li>• Use various data sources related to school climate, student voice, student engagement, student mental health and wellbeing, and student discipline to identify areas of strength and need in order to plan for improvements.</li><li>• Use the above sources of data, including achievement and assessment data, to plan and implement tiered interventions when students are experiencing challenges related to mental health and wellbeing.</li></ul>	<ul style="list-style-type: none"><li>• Provide educators with information and professional learning in the areas of student social-emotional learning and self-regulation.</li><li>• Continue to emphasize a tiered intervention model – AIM for Student Mental Health - in all professional learning.</li><li>• Grow educator capacity in the area of mental health literacy to support an understanding of tier one (for all) interventions to support mental health and wellbeing and to develop an understanding of pathways available for mental health care.</li></ul>	<ul style="list-style-type: none"><li>• Support educators and students in all four forms of learning to co-create learning environments that foster a sense of belonging and well-being.</li><li>• Emphasize a whole school approach to climate and wellness which may include a focus on:<ul style="list-style-type: none"><li>○ Self-regulation</li><li>○ Student voice initiatives</li><li>○ Social-emotional learning</li><li>○ Positive behaviour intervention</li></ul></li></ul>

**The UCDSB Student Mental Health Strategy -2020-2021 Action Plan will be embedded within the work that will be undertaken in the Board Improvement Plan for Student Achievement and Wellness.**

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**UCDSB Student Mental Health Strategy – 2020-2021 Action Plan**

Data	Actions	Monitoring/Evidence/Next Steps	Outcomes
Student attendance Student engagement Suspensions District intervention information Achievement data Professional development engagement School Improvement Plans (SIPSAW) Our School Survey (or similar youth survey) Principal and Educator surveys School Mental Health Ontario Mentally Healthy Schools and Classrooms Reflection (observation and planning) tools	<ol style="list-style-type: none"> <li>1. Provide classrooms with accessible, easy to implement, everyday mental health activities to promote <b><i>safe and welcoming learning environments.</i></b></li> <li>2. Provide classrooms with accessible, easy to implement, <b><i>social-emotional learning materials</i></b> to promote learning about stress and coping.</li> <li>3. Connect students, families, and staff to reliable resources and available supports within the school and the community.</li> <li>4. Provide professional learning to staff in the area of mental health literacy and social-emotional learning strategies.</li> </ol>		