CAMPBELL RIVER
School District 72

MENTAL HEALTH FRAMEWORK

2025-2028



This plan was developed with support from the
BC Children's School Mental Health Practice Support Coaching Program.

Campbell River School District acknowledges that we operate on the traditional territories of the Liǧʷiɬdaxʷ people from the Wei Wai Kum, We Wai Kai and Kwiakah First Nations. We also recognize that some of our schools reside on the traditional territories of the Klahoose, xʷɛmaɬkʷu, and K'ómoks First Nations.

We honour our relationship with these Nations and all other First Nations, Métis and Inuit peoples who reside on the territories we serve. ■



OUR VISION

We envision a school district where diverse, inclusive, and accessible learning environments place mental health and holistic well-being at the heart of student and staff success.

Grounded in equity, belonging, connection, and cultural safety, our schools foster respectful spaces where every individual feels seen, valued, and heard.

Through a shared responsibility, we promote mental health with education, awareness, and authentic relationships — integrating prevention and responsive supports.

In collaboration with families, caregivers, and communities, we build systems that elevate voice, empower choice, and nurture mutual care.

Together, we cultivate compassionate, connected, and informed communities where well-being is prioritized and celebrated, enabling all to learn, grow, and thrive. ■



> There is no health without mental health.
>
> WORLD HEALTH ORGANIZATION



OUR PROCESS

Our team created this district mental health strategy in partnership with the BC Children's School Mental Health Practice Support Coaching Program. The strategy was developed and refined through:

- A thorough review of the district's strengths and opportunities for growth related to mental health and well-being, including existing policies, practices, resources, and approaches.
- An analysis of available data on student mental health and well-being.
- Ongoing feedback and engagement with members of the school community, the Indigenous Education Council, and students.

Alignment with District Strategic Plan

This mental health strategy aligns with the Campbell River School District's 2024-2028 strategic plan. More specifically, this strategy supports the following goals within this plan:

- Expanded partnerships with the Indigenous communities we serve.
- Equitable education outcomes for Indigenous students across all measures.
- Prioritization of personal wellness, recognizing the pivotal role it plays in fostering academic success, holistic growth, and overall well-being.
- Students feel welcomed, safe, connected and experience belonging in their school.
- Voice and choice for students to contribute to system improvements and change.
- Supported social-emotional learning.
- Positive mental health and wellness at all sites and schools.
- A culture of innovation and progressive practices.
- Valued partnerships through engaged parents, caregivers, and community members.



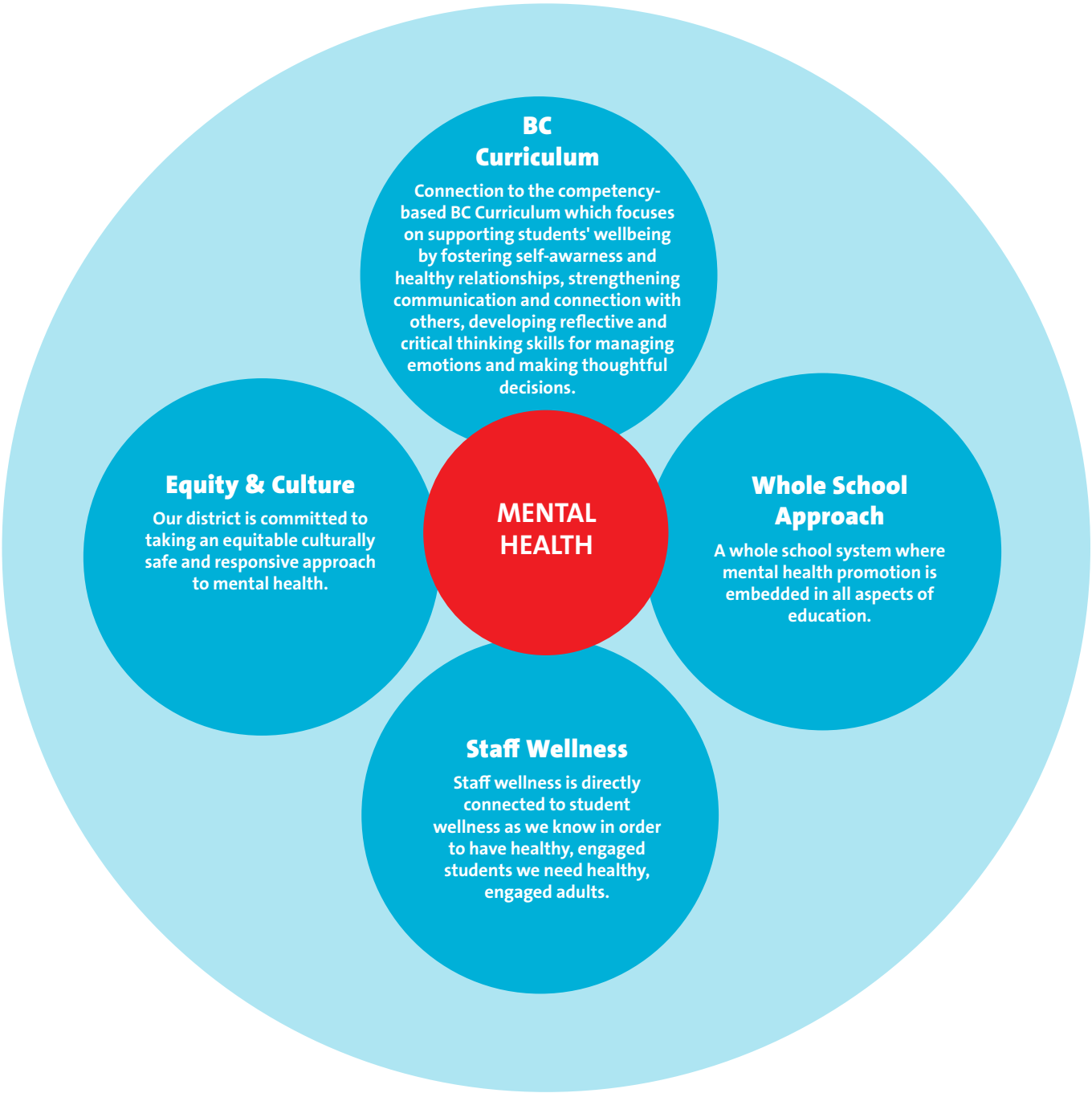
Alignment with Ministry of Education and Child Care

The Ministry of Education and Child Care's Mental Health in Schools (MHiS) Strategy provides a vision for embedding mental health and well-being into all aspects of the K-12 education system. The MHiS strategy recognizes the critical role schools play in promoting positive mental health for British Columbians.

Creating and sustaining environments that support mental health and well-being are key to the work of BC school districts. A district mental health plan helps to coordinate and communicate this important work. ■

> “Every student in British Columbia deserves a safe, caring and healthy environment that helps them to learn, grow and thrive..”
>
> BC MENTAL HEALTH IN SCHOOLS STRATEGY

Connections & Understandings



A Two-Eyed Seeing Approach to Mental Health & Wellness

Two-Eyed Seeing is an approach that brings together the strengths of both Indigenous and Western worldviews. Where Western conceptualizations often differentiate mental health from physical health, Indigenous perspectives view mental wellness as shaped through a balance of the mental, physical, spiritual and emotional aspects of life.

The First Nations Health Authority's *The First Nations Perspective on Health and Wellness* aims to create a shared understanding of a holistic vision of health and wellness.

Indigenous Peoples' perspectives and knowledge are closely aligned with the tenets of the BC Ministry of Education and Child Care's Educated Citizen. Mental wellness is viewed through the important lens of balance in all areas of one's life.

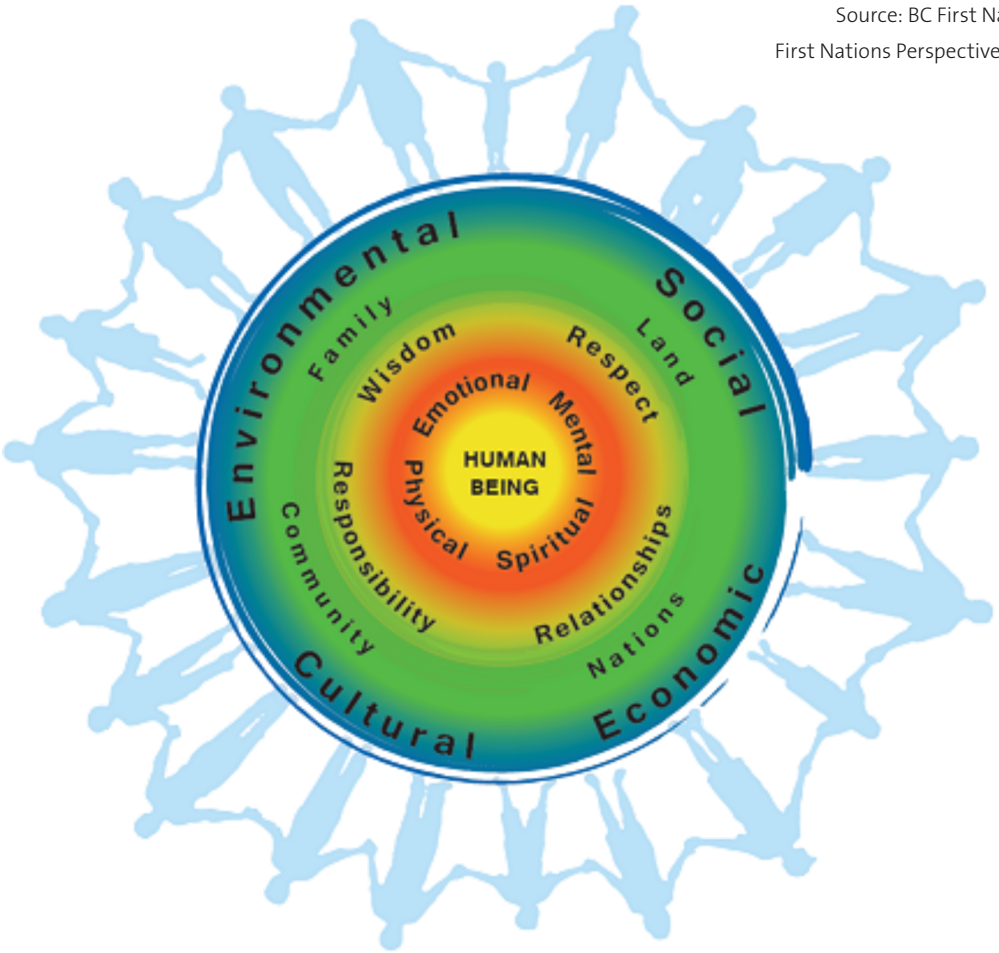
In keeping with Indigenous perspectives and knowledge:

Mental health and wellness "illustrates the importance of mental, emotional, spiritual and physical facets of a healthy, well and balanced life. It is critically important that there is balance between these aspects of wellness and that they are nurtured together to create a holistic level of well-being in which all four areas are strong and healthy."

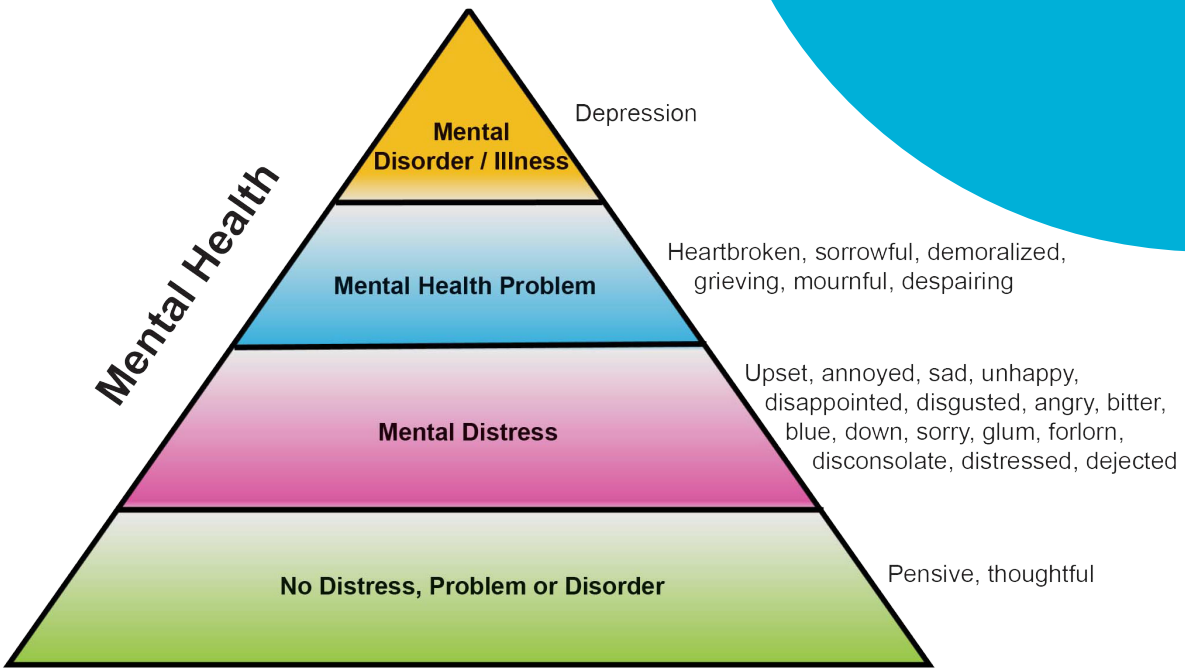
Mental wellness is a balance of the mental, physical, spiritual and emotional. This balance is enriched as individuals have:

- Purpose in their daily lives whether it is through education, employment, caregiving activities, or cultural ways of being and doing;
- Hope for their future and those of their families that is grounded in a sense of identity, unique Indigenous values, and having a belief in spirit;
- A sense of belonging and connectedness within their families, to community, and to culture;
- And finally, a sense of meaning and understanding of how their lives and those of their families and communities are part of creation and a rich history.

Source: BC First Nations Health Authority's First Nations Perspective on Health and Wellness.



What is Mental Health?
What is Mental Illness?



Mental Disorder/ Illness	**Refers to clinically diagnosed illnesses.** Mental illnesses require evidence-based treatments provided by properly trained health care providers. Examples include: • Major Depressive Disorder • Panic Disorder • Bipolar Disorder
Mental Health Problem	**Refers to the reactions we have to huge life challenges that may task our ability to adapt.** Mental health problems may be substantial and prolonged but they are not mental disorders and they do not require medical treatment Examples include: • Dealing with the death of a loved one • Loss of a relationship, such as divorce • Moving to a new country
Mental Distress	**Refers to the common, expected, and normal response to the stresses of everyday life.** Mental distress is normal, expected, and happens to everyone. It is necessary for adaptation and building resilience. Examples include: • Writing an examination • Having an argument with a friend or family member • Failing at a task

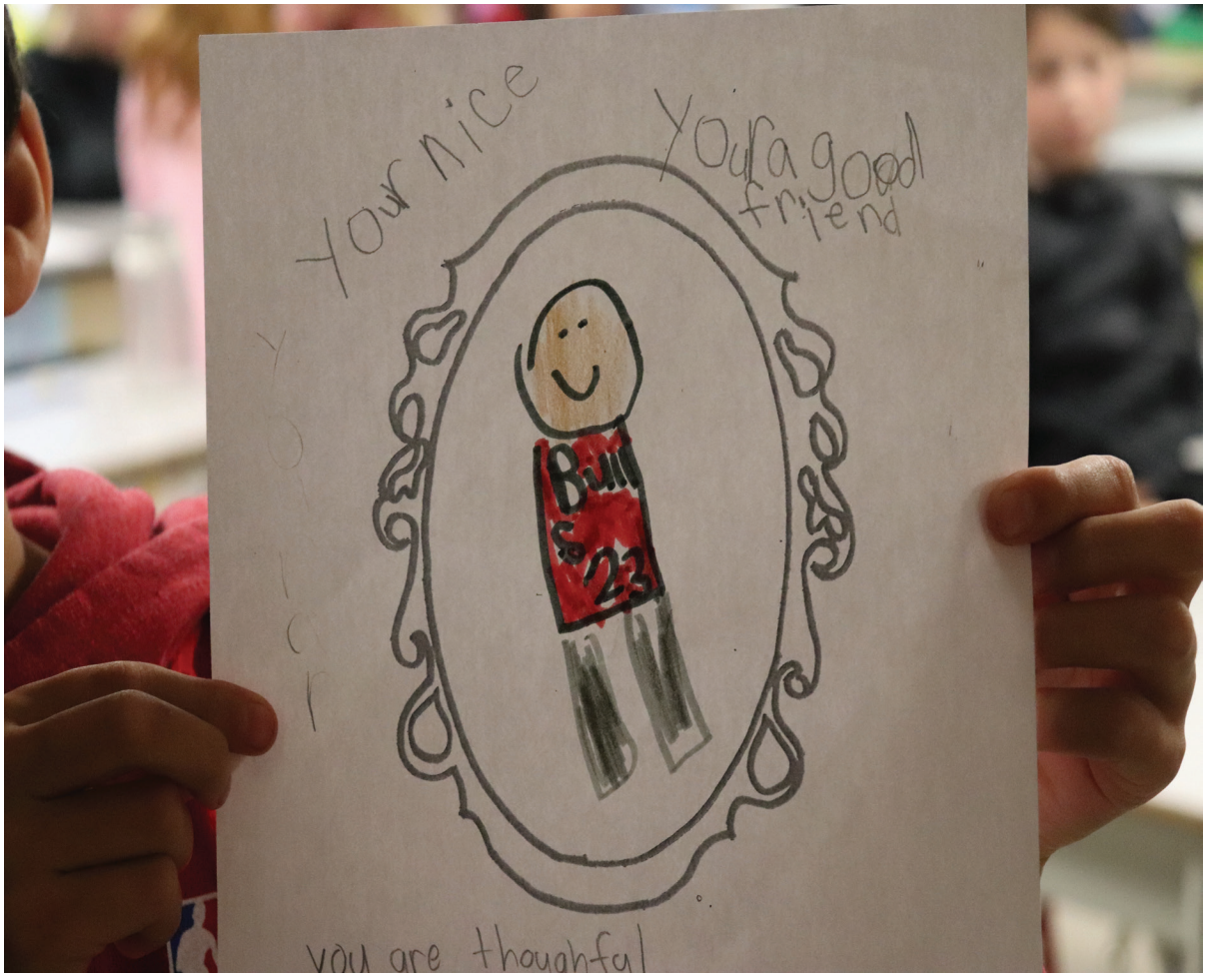
WHAT IS WELLNESS?

Wellness is an active process of becoming aware of and making choices toward a happy and fulfilling life. Wellness is more than being free from illness, it is a dynamic process of change and growth.:

There are at least nine dimensions of wellness:

- Mental/Intellectual
- Physical
- Spiritual
- Emotional
- Social
- Cultural
- Environmental
- Financial
- Occupational

Each dimension of wellness is interrelated with another. Each dimension is equally vital in the pursuit of optimum health. ■



Priority Area 1: Sense of Belonging

- Enhance capacity for cultural safety and respect for diversity to ensure belonging is rooted in equity, human rights, social justice, anti-racism, relationships, and First Peoples Principles of Learning.
- Empower students through student voice and engagement practices.
- Advance accountability for environments that are safe, respectful, accessible, and inclusive of everyone.

Priority Area 2: Staff Well-Being

- Collect information and evidence to better understand the current reality of staff well-being in the district.
- Based on evidence collected, build and implement strategies to support staff well-being with Human Resources and union partners.

Priority Area 3: Partnerships & Connection with Community

- Continue to build and strengthen community agency partnerships for supports and services for students.
- Strengthen relationships and connections with parents/caregivers/families.
- Continue to create meaningful opportunities for consultation and engagement with local First Nations, Métis, and Indigenous organizations.
- Enhance opportuniites for extracurricular activities within the schools and in communities.

Priority Area 4: Mental Health Promotion

- Deepening social emotional learning work to be foundational across all learning environments in the district.
- Continue to highlight the knowledge across the school community about the importance of mental health and well-being for learning and development.
- Expand capacity for mental health literacy education, physical and health education core competencies.
- Continue to enhance meaningful, supportive stuent-adult relationships.
- Build capacity to understand and use evidence as a tool to support student mental well-being.

Multi-Tiered Systems of Support

The district's model of support is based on three levels of supports and services: universal, targeted and specialized. It is used to identify pathways through services and a continuum of supports, including mental health promotion, early identification, interventions and specialized services. All students need universal supports provided through high-quality teaching and whole-school approaches. Some students will need additional targeted services, such as small group support or counselling services.

Specialized Supports and Services
For: **a small number of students requiring intensive individualized supports**

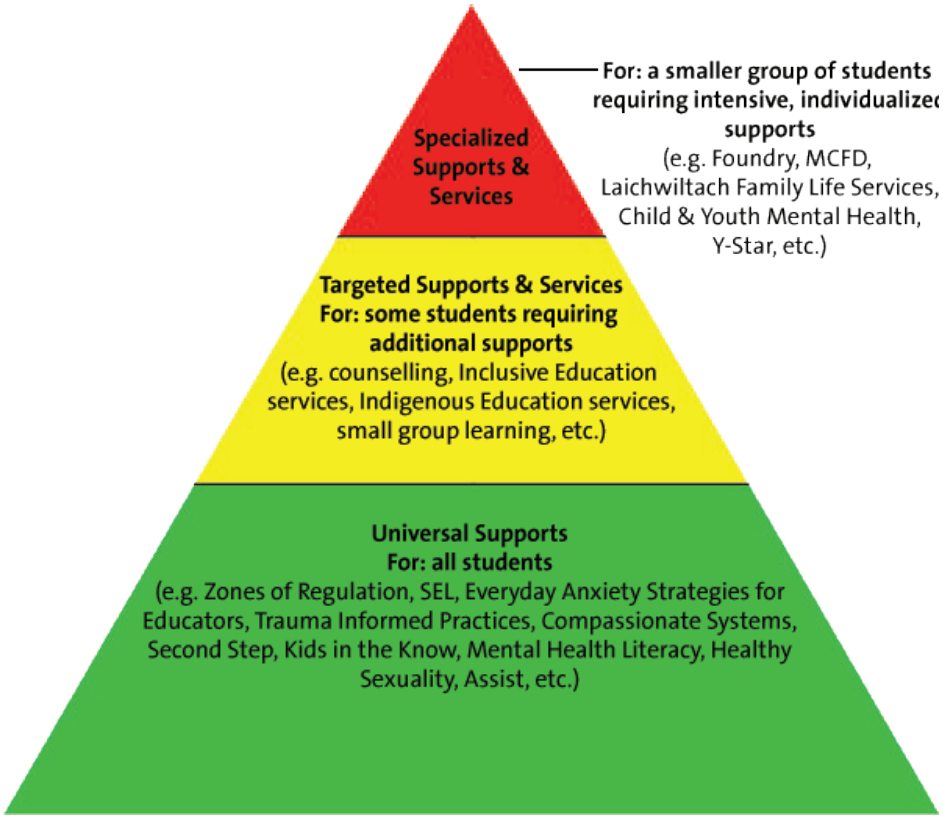
- Policies, processes and pathways are in place to ensure access to specialized expertise, service provider and programming.
- Partnerships are in place, including transition strategies for students to, through, and from services and treatment.

Targeted Supports and Services
For: **some students requiring additional supports**

- Policies, processes and practices are in place to ensure early identification of students who are not making progress when universal supports are in place.
- Evidence-informed, short-term, individual and small group supports and interventions are available within the school setting.

Universal Supports
For: **all students**

- Whole school approaches are in place to create welcoming, inclusive, safe and healthy learning environments.
- Quality instruction responds to a diverse range of learning strengths, needs and challenges.
- Social emotional learning and regulation practices for teachers and students are embedded into instruction and classroom activities. This includes strategies for social, emotional, cognitive and physical development.
- Peer supports are available and supported by qualified school staff members.



An operational plan accompanies this framework. The operational plan identifies goals, targets and timelines.

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Thank you to those involved in creating the Mental Health Strategy: **Brenna Ewing**, **Debra Martel**, **Anne Tenning**, **Stephen Hawkins-Bogle**, **Rachel Nelson**, and Christine Middleton..