



**Chilliwack
School District**

District Mental Health Strategy Summary

2025-2028

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

Land Acknowledgement

We are privileged to be working and learning on the unceded traditional territory of the Pil'alt, Ts'elxwéyeqw, and Sema:th.



People Involved in Creating the Mental Health Strategy

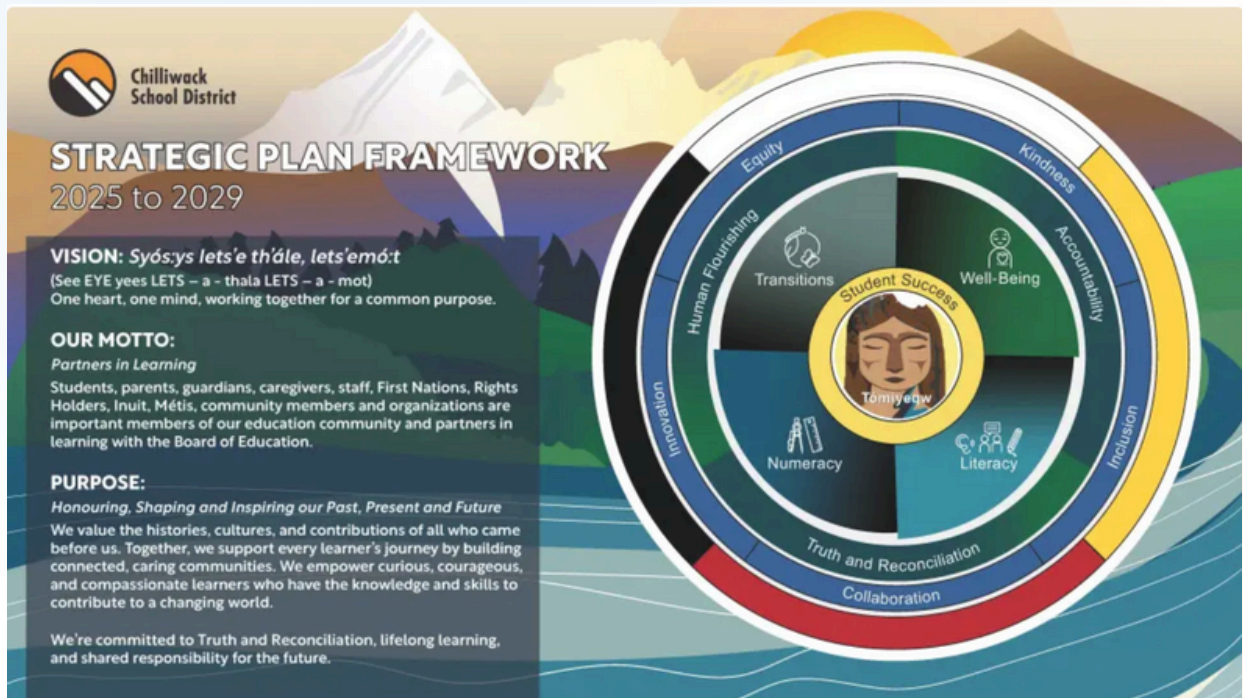
Salvina Sharp, Jan McAlpine, Chelsea Pastorchik, Shawna Petersen, Jessica Adams-Louporet, Nicole Driscoll, Brenda Point, Nerine Graham, Paula Jordan and Michelle VanDaele (Fraser Health)

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
- Feedback and engagement with school-based PVP and teachers
- Our team has created a detailed annual action plan to guide the implementation of this strategy

Alignment with District Policy and Strategic Plan



Alignment with BC's Mental Health in Schools Strategy

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. This district mental health strategy 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)

Our Vision

“ —

Well-being embraces the whole person including their physical, emotional, mental and spiritual health. We will create environments in which everyone feels safe, supported, and valued. We will care for ourselves, each other, the community, and the land.



Priority Area 1

Improve communication about and access to tiered supports for student well-being (school, district, community)

Goals:



Teachers and school teams have information about tier 2-3 resources that are available in the district for specific student needs.



Increase student attendance by aligning Tier 1-3 attendance support processes in schools and the district.



Learning Services and school teams will strengthen collaboration with families for planning.



Strengthen collaboration with community partners in order to support learners with complex needs.



Enhance supportive transitions through increased communication between schools, families and communities and the use of the [SD 33 Transitions Framework](#)

Priority Area 2

Foster safe, inclusive and supportive school environments

Goals:



Involve support staff in our safety planning processes and fulsomely debrief with them after an incident.



Schools will engage with diverse student voices to inform their planning.



Create opportunities for students with disabilities to engage in diverse activities during and after school.



Strengthen collaboration with community partners in order to support learners with complex needs

Priority Area 3

Support instructional practices for mental and physical well-being

Goals:



Embed mental and physical well-being into instructional practices and learning environment.



Align instructional resources and strategies across schools and levels with common Mental Health Literacy language and practice.



Continue to promote Universal Design for Learning to support student well-being in the classroom.



Teach regulation skills that enable meaningful access to social emotional and other curricular learning.