

MENTAL HEALTH AND ADDICTION STRATEGY 2023-26



**INSPIRING
MINDS &
SHAPING
FUTURES:**

**Our Multi-Year
Commitment to
Student Success
2024-2028**



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Objective

The TDSB three-year Mental Health and Addiction Strategy 2023-2026 (Strategy) will provide clear pathways to services and care, aligning with the objectives outlined in the Ministry's [Right Time, Right Care](#) document to meet the evolving needs of students and families.

The Strategy aims to profoundly support every student in achieving success and feeling genuinely supported, recognizing their intersecting social identities. It is anchored in the Truth and Reconciliation Calls to Action, promoting positive engagement, a sense of belonging for all students, human rights, and active equity. This approach seeks to challenge and mitigate the effects of stigma, oppression, and racism on mental health.

This strategy will continue to focus on:

- cultivating mentally healthy school environments which promotes well being, positive mental health, and engagement, belonging, and feelings of mattering for all individuals.
- developing inclusive, identity-affirming mental health resources and practices that aim to understand and support the unique needs and lived experiences of every student.
- committing to strengthening mentally healthy school spaces and supporting capacity development in areas such as foundational shared language mental health literacy, trauma-informed and healing engagement care, anti-sex trafficking awareness, suicide prevention, and addictions awareness for staff, students and parents/caregivers/guardians.
- strengthening collaboration with parents/caregivers/guardians and identity-affirming community agencies and partners to enhance accessible and culturally relevant mental health services and challenging barriers to care and stigma.
- aligning efforts with the comprehensive approach outlined in the Ministry's [Right Time, Right Care](#) document and service delivery; supporting pathways to access and collaborative high-quality mental health care for children and young people in Ontario.
- collaborating with identity-affirming community partners, agencies, and TDSB departments to ensure a coordinated system of identity-affirming care for students and families which is rooted in the Truth and Reconciliation Calls to Action, human rights, belonging and equity.



Mental Health and Addiction Strategy-2023-2026

The TDSB Children and Youth Mental Health Strategy, launched in 2013, aimed to integrate mental health practices for students, staff, and parents. Insights from initiatives since 2013 have informed the 2024-2025 Action Plan and Key Success Indicators, reflecting progress despite the pandemic. The 2023-2026 Strategy integrates previous work from the TDSB Multi-Year Strategic Plan (MYSP) and aligns with the [2024-2028 MYSP](#).

- Each school is expected to build mental health literacy capacity and implement the Mental Health Action Plan, focusing on creating mentally healthy school environments.
- The 2024-2025 Action Plan includes input from students, parents/guardians/caregivers, community agencies, and collaboration with TDSB departments, School Mental Health Ontario, Ministry of Education, and Toronto Public Health.
- The Resources and Actions of the Action Plan encompass multi-tiered mental health approaches and initiatives to support student well-being.

Key Success Indicators & TDSB Data

Commitment to Date

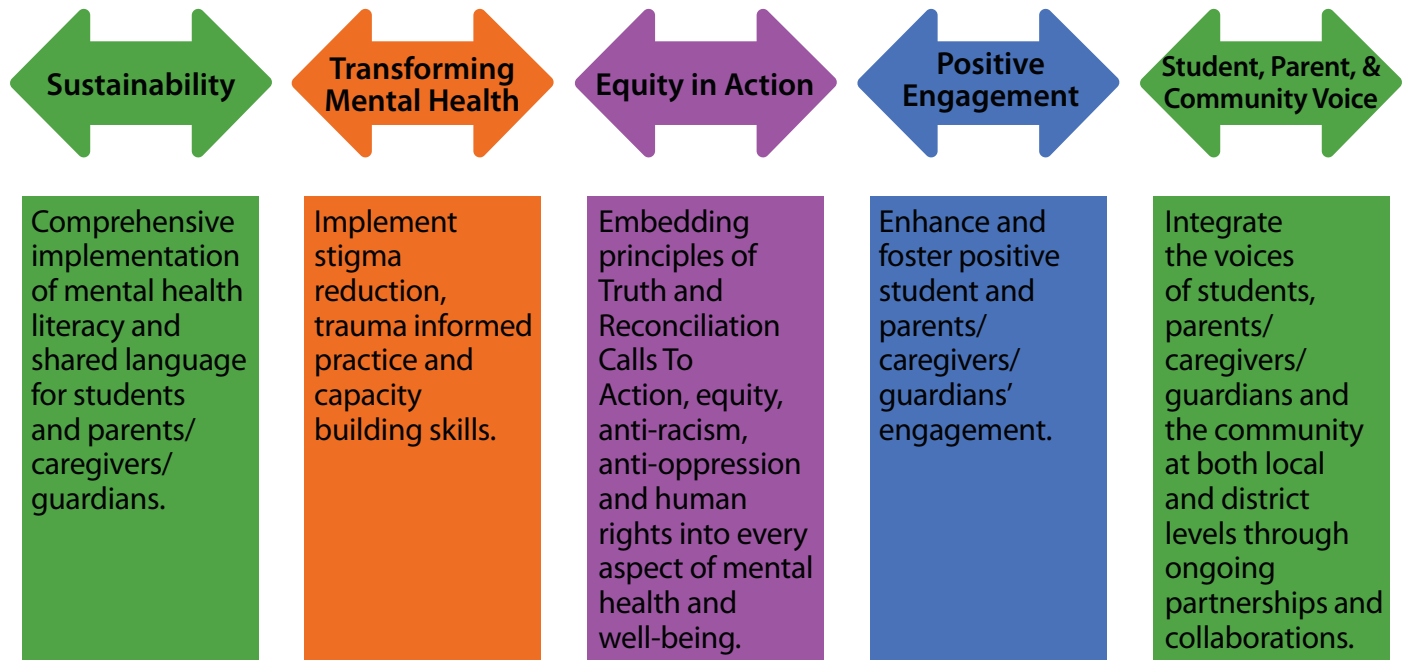
- The TDSB has a longstanding commitment to mental health and well-being, with dedicated Professional Support Services (PSS) Staff and Mental Health Leads leading the effort.
- Their focus includes building mental health literacy, providing trauma-informed care, raising awareness about issues like anti-sex trafficking and addiction, and offering suicide prevention support for all stakeholders.
- The Strategy aims to strengthen and expand the work of PSS Staff, Mental Health Leads, and school staff, fostering holistic and inclusive actions.
- Collaboration with school staff, administrators, community agencies, and partners is key, centering the voices of students and parents/guardians/caregivers.
- The Strategy prioritizes evidence-informed and emerging knowledge to enhance identity-affirming mental health supports and collaborative interventions, ensuring every student feels a sense of belonging and their intersecting identities are reflected in school spaces.

Within a multi-tiered approach, Professional Support Staff (i.e., Social Workers, Child and Youth Workers, Child and Youth Counsellors, Psychology staff), Mental Health Leads, Professional Support Staff from the Urban Indigenous Education Centre and the Centre of Excellence for Black Student Achievement contributed to the 2024-2025 Action Plan.



The five goals within the Mental Health and Addiction Strategy outline the S.T.E.P.S. to Mentally Healthy Schools:

S.T.E.P.S. To Mentally Healthy Schools



The Resources and Actions for the 2024-2025 school year emphasize tiered support provision by TDSB mental health professionals, focusing on skill development in suicide prevention, interventions, and mental health literacy for students, staff, and parents/guardians/caregivers for early identification of mental health concerns. Skills development focuses on trauma-informed practices that are culturally responsive, recognizing students as multifaceted individuals and offering tailored support for their varied needs.

Mental health professionals are enhancing their skills through evidence-based trainings from SMHO and community partners in areas such as Culturally Adaptive Cognitive Behaviour Therapy, Safe-Talk, Applied Suicide Intervention Skills Techniques, and Newcomer Mental Health Intervention Techniques.



Efforts also involve strengthening collaborations with existing and new identity-affirming community agencies, targeting mental health, addictions, anti-sex trafficking, and support for Indigenous students, Black students, newcomers and families, students with disabilities/ special education needs and other equity-deserving communities. The goal is to raise mental health awareness for students allowing them to advocate for their own mental health and well-being, promote positive mental health skills and positive school engagement which align with the Ministry of Education's indicators. The Mental Health and Addictions Strategy may incorporate additional indicators as implementation progresses.

S.T.E.P.S. To Mentally Healthy Schools

Key Success Indicators

Sustaining and Enhancing Shared Language Mental Health Literacy

- MH Shared Language Literacy Training for all school staff in 582 schools
- CYC/CYW Relational and Positive Engagement Professional Development SMHO Train-the-Trainer for all Child and Youth Counsellors to provide to 50% of the Child and Youth Workers
- Suicide Protocol Training and Anti-Sex Trafficking Training provided to school staff in 582 schools.
- Train the Trainer program for Professional Support Services Staff for Safe Talk certification, focusing on suicide prevention and intervention skills.
- Applied Suicide Intervention Skills Training (ASIST) for mental health professionals.
- Healthy Relationships program implemented in middle schools, involving child and youth counsellors and student leadership.
- Addictions awareness and prevention initiatives across secondary schools, involving mental health addiction nurses and community collaboration.
- Naloxone Training for staff in various school programs.
- Providing training sessions, symposiums, and programs related to mental health, addictions, and anti-sex trafficking for parents/caregivers/guardians.
- Creation of programming in collaboration with youth outreach workers and Professional Support Services staff.
- Mental health skills building for students, staff and parents/caregivers/guardians through tier 1 and 2 presentations and groups that meet the unique needs and intersecting identities of students including newcomer students and students living with disabilities/special education needs.
- Collaborating with identity affirming community partners as well as TDSB departments such as the Urban Indigenous Education Centre, the Centre of Excellence for Black Student Achievement and Professional Support Services staff for targeted mental health supports.

Transforming Mental Health Delivery

Tier 1:

- Trauma Informed and Healing Engagement Practices; Suicide Awareness, Intervention and Postvention; Anti-Sex Trafficking; Addictions Awareness and Abuse and Neglect of Students
- Enhancing virtual mental health identity affirming resources for school staff for newcomers, students living with disabilities/special education needs and that are identity affirming. Mental Health Ambassadors in every school (students, staff and parents) to support in implementing daily mental health initiatives and resources in every school.
- Daily announcements to remind students about mental health resources in and outside of the school.

Tier 2:

- Professional Support Staff providing tailored groups to address emerging needs for students, school communities and parents/caregivers/guardians to raise awareness of positive mental health, coping and stress management skills, building awareness and connecting students to support within the school and with identity affirming mental health resources in the community.

Tier 3:

- Providing flexible support, counseling and care through in person and virtual modalities.

Equity in Action

- Integrating impacts of stigma on mental health and well being for students, parents/caregivers/guardians.
- Providing identity affirming mental health supports and collaborating with identity affirming community agencies to provide targeted mental health supports to groups of students (i.e. Substance Abuse Program for African Canadian and Caribbean Youth)
- Enhancing programs addressing anti-black racism for elementary students and facilitating courageous conversations about race in middle and high schools.
- Transitional programming for students with disabilities/special education needs in targeted schools to ensure inclusivity and support.

Positive Student Engagement

- Mental Health Ambassadors in every school (students, staff and parents) to support in implementing daily mental health initiatives and resources in every school.
- Daily announcements to remind students about mental health resources in and outside of the school.
- Providing Administrators and school staff with mandatory learning around positive student engagement, attendance policy and procedures and strengthening collaboration with identity affirming community agencies that can provide support for student engagement.

Student, Parent/Caregiver/Guardian and Community Voice

- Continue to meet with students, parents/caregivers, and community members through the Students4Wellbeing, Parents as Partners for Mental Health and Well being and Professional Support Services Mental Health and Well being Committee.
- Facilitating collaboratives 2-3 times during the school year with over 50 identity affirming community agencies that provide feedback, resources and suggestions about TDSB's anti-sex trafficking, mental health and addictions initiatives and strategies.

TDSB Data

Sustaining and Enhancing Shared Language Mental Health Literacy

Teacher and Staff Support:

88% of students indicated that teachers and other school support staff support students' mental health and well-being.

Daily Check-ins and strengthening the Circle of Care:

75% of students indicated that their teacher checks-in with them when they are upset.

Enhancing access to Supportive Adults and Mentors:

63% of students indicated there is an adult in their school they feel comfortable going to for support; 6% of students indicated that there was not, but they would like one. Similarly, 63% of students indicate they have a mentor; 9% of students do not but would like one.

88% of students indicated that teachers and other school support staff support students' mental health and well being (all the time/often/sometimes)

Transforming Mental Health Delivery

Opportunities for Student Leadership:

50% of students indicated that they have opportunities to get involved in promoting mental health and well-being.

Spaces for De-stressing and Support Intersecting Identities:

29% of students feel their school has spaces they can comfortably use to de-stress and take care of their mental health.

63% of students indicated there is an adult in their school they feel comfortable going to for support; 6% of students indicated that there was not, but they would like one. Similarly, 63% of students indicate they have a mentor; 9% of students do not but would like one.

Equity in Action

Supportive Mentally Healthy Environments that support intersecting identities:

The data underscores the importance of providing inclusive and supportive environments where students' intersecting identities are reflected, where they are aware of and feel comfortable seeking support and engaging in discussions about mental health.

Positive Student Engagement

Student Voice and Engagement:

Strengthening students' awareness for seeking help from friends, parents, and teachers, as well as building skills about their interest in topics related to mental health and well-being, highlighting the importance of incorporating student voice and actions into mental health initiatives.

50% of students indicated that they have opportunities to get involved in promoting mental health and well being (e.g., wellness clubs, campaigns, etc.); 8% said they don't have the opportunity but would like to.

Students were asked who they would speak to if they felt they needed help with their mental health: 64% of students would speak to a friend; 51% of students would speak to a parent; 28% of students would speak to a teacher; and 16% of students would speak to a school social worker. 16% of students indicated that they would not speak to any of the people asked about (i.e., friends, parents, teacher, professional support services staff, other staff, coach, Elder, and Faith leader).

Student, Parent/Caregiver/Guardian and Community Voice

Parents/Caregivers/Guardians, Student and Community Engagement:

Understanding the causes of students' stress and their preferences for seeking help inform ongoing identity affirming community engagement efforts, ensuring mental health initiatives are responsive to the diverse needs and concerns of students, parents/caregivers/guardians and the broader community.

Students were asked what topics related to mental health and well being that they learn about. The most frequent responses included: things I can do to take care of my mental health; how to reach out and ask for help; and who can help me at school.

Students in grades 7 to 12 were asked the causes of their stress, worry or nervousness at school.

Students tend to carry more stress related to their learning and academic experience. When secondary and elementary students' experiences are compared, although both groups had similar concerns, elementary students had a slightly higher proportion of peer related stresses.

TDSB Commitments

Continue Creating Mentally Healthy Schools:

- Implementing comprehensive mental health awareness initiatives which ground student voice, including students with special education needs and intersections social identities across all schools to foster knowledge of help seeking supports, build circles of care and positive mental health.
- Providing ongoing professional development for staff to build capacity in addressing mental health awareness, interventions and how to build circles of care within school spaces effectively for every student.
- Establishing peer support networks and mentorship programs for students, including affinity groups, to enhance positive engagement and support systems.
- Creating inclusive spaces through the implementation of trauma informed and healing engagement care capacity and skills building for staff, students, and parents/guardians/caregivers where every student feels valued, heard, and supported in their mental health journey.
- Collaborating with parents/caregivers/guardians, and identity affirming community partners to ensure access to culturally relevant mental health resources and services.



Continue Providing Anti-Sex Trafficking Supports, Awareness and Trainings:

- Conducting educational workshops and awareness programs to empower students and staff to recognize signs of sex trafficking.
- Supporting peer led initiatives in school spaces that increase the awareness and help seeking supports for students in collaboration with professional support staff and community partners.
- Establishing protocols for reporting and responding to suspected cases of sex trafficking, prioritizing the safety and well-being of students grounding intersections social identities.
- Partnering with identity affirming agencies and community partners to coordinate efforts in combating sex trafficking.
- Providing training for school staff on trauma-informed and healing engagement approaches to support students in risk of and survivors of sex trafficking.
- Offering tier 3 counselling, support services and identity affirming resources for students who have experienced or are in risk of sex trafficking, including counseling and advocacy.

Continue to Provide Suicide Awareness, Prevention and Postvention Training:

- Implementing suicide prevention training programs for staff and students to identify warning signs and intervene effectively.
- Continue to build mentally healthy school environments where mental health conversations are encouraged, reducing stigma and promoting help-seeking behaviours.
- Developing protocols for crisis intervention and facilitating access and advocacy to mental health services for individuals at risk of suicide.
- Collaborating with identity affirming community partners to organize awareness and events focused on suicide prevention.
- Providing ongoing support and resources for individuals affected by suicide, including postvention, bereavement and grief supports and counseling services.

Continue to Address Addictions by Providing Awareness and Supports:

- Offering educational programs and workshops to raise awareness about the risks and consequences of addiction.
- Implementing evidence-based prevention strategies to equip students with coping skills and resilience-building techniques.
- Developing and enhancing support services for students struggling with addiction, including access to counseling and treatment programs.
- Implementing policies and procedures to address substance use on school grounds and promote a safe and supportive environment.
- Partnering with community agencies and addiction specialists to provide comprehensive support for students and families affected by addiction.

Paving the Framework-Year 1: 2023-2024

- Mental Health Leads and System Leader, Mental Health and Professional Support Services meeting monthly with School Mental Health Ontario (SMHO) for information, support and ideas of implementation.
- System Leader, Mental Health and Professional Support Services meeting monthly with the Ministry of Education-Mental Health Branch and School Mental Health Ontario Superintendent and Leaders collaborative.
- Monthly, the Mental Health Leads continue to facilitate and lead the Professional Support Services Mental Health Committee (with approximately 30 PSS members), the Parent Mental Health and Well Being Parent Partnership Committee (with approximately 20 parents/caregivers/guardians) and the Students4Wellbeing Committee (approximately 20 secondary school students across the district).
- Developed the Mental Health and Addictions Strategy
- Reached over 1000 consultations with internal staff and community partners (i.e. over 500 Professional Support Services staff, educators and staff; Centre of Excellence for Black Student Achievement; Urban Indigenous Education Centre; 87 identifying affirming community partners and community agencies; over 200 students; SEAC; Union Partners) to incorporate diverse voices in what they would like to see in the Mental Health and Addictions Strategy.
- System Leader, Mental Health and Professional Support Services supported the work Right Care, Right Time and participated in consultations for the City of Toronto Addictions Strategy implementing information from these documents which shaped this strategy.
- Utilized and integrated the information from the TDSB Student and Parent Census from TDSB Research to inform the mental health and addiction areas that are requiring more support and strengthening. This established the need for a mental health and addictions strategy that includes building student and staff capacity around help and support seeking and having knowledge of identity affirming community agencies and supports that are available in school spaces.
- TDSB Student and Parent Census informed the creation of preventative and awareness about addictions, impact of social media, healthy relationships, safety, suicide prevention, positive student engagement and creating mentally healthy school spaces.
- Increasing Professional Support Services Staff skills and capacity to meet the needs and requests of students and parents/caregivers/guardians that ground intersecting social identities.
- Implemented numerous pilot projects throughout schools spaces, in collaboration with identity affirming community agencies and partners, to support building of mentally healthy schools, addictions, suicide and anti-sex trafficking awareness and prevention.
- Mental Health Leads increased capacity of the Student4Wellbeing through monthly meetings resulting in the students facilitating mental health and well being presentations to students (i.e. Ursula Franklin Academy; Glenview P.S. & during the Mental Health and Leadership Spring Program).



Amplifying and Implementing - Year 2: 2024/2025 & Integrate and Establish - Year 3: 2025/2026

- Continue to provide ongoing updated trainings and professional development opportunities for staff to enhance their understanding of Shared language mental health literacy about students that is grounded in equity, anti-oppression and anti-racism approaches.
- Continue to develop, update, and implement evidenced informed awareness, prevention and intervention that includes training sessions, workshops, and educational materials for staff for:
 - Life Promotion and Suicide Prevention and postvention
 - Ensuring staff are trained and equipped to provide skilled support to students struggling with mental health issues.
 - Continue to strengthen learnings about abuse and neglect of students.
 - Continue to increase awareness, prevention and interventions to anti-sex trafficking strategies and support resources.
 - Continue to increase awareness and prevention of addictions through targeted school campaigns, events, and resources that promote healthy coping strategies and circle of care networks.
 - Continue to build capacity and skills for staff about shared language mental health literacy and trauma informed and healing centred care, supports and practices.
- Continue to provide ongoing and evidence informed mental health and well being training to build capacity and skills of Professional Support Staff. These training continue to center equity, cultural humility and understanding intersectionality, and identity-affirming practices from an equity, anti-racism and anti-oppression lens.
- Continue to build capacity through the integration and implementation of trauma-informed training that prioritize the mental health and well-being of students and staff.



- Continue to develop culturally relevant and identity-affirming programming that centers social identities, inclusivity which promotes a sense of mattering and belonging for every student and staff.
- Continue to build capacity for strategies that promote positive student engagement, increase student achievement and attendance through culturally relevant and inclusive programming that meets the needs and interests of every student.

- Continue to empower student voice and perspectives to capture lived experiences through ongoing student informed initiatives and committees that intentionally reflect intersecting social identities and uplift student voices.
- Focused on equity within mental health and well-being, trauma informed care, addictions, suicide awareness and anti-sex trafficking.
- Bolster existing and evolving culturally relevant mental health and well being resources and supports, that strengthen students reaching out skills and knowledge of identity affirming mental health and well being resources.
- Inform, collaborate, and partner with Indigenous affirming community organizations to inform programming and initiatives that meet unique mental health and well being needs and challenges faced by Indigenous, Métis, and Inuit and intersecting social identities.
- Inform, collaborate, and partner with Black affirming community organizations to inform programming and initiatives that meet the unique mental health and well being needs and challenges faced by Black and intersecting social identities.
- Inform, collaborate, and partner with Indigenous affirming community organizations to inform programming and initiatives that meet unique mental health and well being needs and challenges faced by 2SLGBTQIA+ and intersecting social identities.
- Inform, collaborate, and partner with Indigenous affirming community organizations to inform programming and initiatives that meet unique mental health and well being needs and challenges faced by Students identified with Special Education Needs and intersecting social identities.
- Inform, collaborate, and partner with affirming community organizations to inform programming and initiatives that meet unique mental health and well being needs and challenges faced by students from various racial and social intersecting identities.
- Continue to develop mental health identity affirming toolkits.
- Continue to update and enhance the centralized hub for culturally relevant and inclusive mental health support services and resources that is easily accessible to all students, staff and families.





- Ensure that culturally relevant and identity affirming support services and resources are inclusive of all intersecting social identities (i.e. Black, Indigenous, Métis and Inuit, 2SLGBTQIA+ intersecting social identities; including marginalized students and students identified with special education needs).
- Collaborate with TDSB departments and community partners to integrate culturally relevant and affirming practices into all aspects of mental health support services.
- Continue to strengthen and develop partnerships with community organizations that specialize in supporting identity affirming student groups to ensure comprehensive and targeted services for every student.
- Capturing ongoing feedback from students by working with the TDSB Research Department and centring student voices and perspectives.
- Ensure that mental health support services are accessible and responsive to the diverse needs of all students and families, including those from marginalized communities.
- Establish a system for monitoring and evaluating the impact of capacity-building initiatives on mental health awareness in collaboration with community identity affirming agencies that supports mentally healthy schools at TDSB.
- Continue to bolster a culture of continuous learning, skills building and improving access to community supports by promoting open dialogue and feedback between stakeholders.
- Collaborate with external partners and organizations to stay updated on affirming evidence informed practices and emerging trends in mental health awareness and support, that is culturally relevant and identity affirming.
- Continue to strengthen collaborative relationships with local community agencies to build ongoing educational initiatives about mental health literacy, trauma informed care, addictions, suicide awareness and anti-sex trafficking.
- Continue to enhance ongoing collaboration with community partners to incorporate accessible pathways to provide access to culturally responsive and identity-affirming services and programming for students and families.

Key Success Indicators & Resources and Action Plan 2024-2025

Goal 1 –Sustaining and Enhancing Mental Health Literacy *Compressive implementation of mental health literacy and shared language for students, parents/caregivers/guardians.*

Key Success Indicators 2024-2025

1. Continue to provide ongoing updated trainings and professional development opportunities for staff to enhance their understanding of Shared language mental health literacy about students that is grounded in equity, anti-oppression, and anti-racism approaches.
2. Develop, update, and implement evidenced-informed awareness, prevention, and intervention that includes training sessions, workshops, and educational materials for staff for:
 - Life Promotion and Suicide Prevention and postvention.
 - Staff trained to support circles of care for students struggling with mental health issues.
 - Continue to strengthen duty-to-report obligations regarding the abuse and neglect of students.
 - Continue to increase awareness, prevention, and interventions of anti-sex trafficking strategies and support resources.
 - Continue to increase awareness and prevention of addictions through targeted school campaigns, events, and resources that promote healthy coping strategies and circle of care networks.
 - Continue to build capacity and skills for staff about shared language mental health literacy and trauma-informed and healing-centred care, supports, and practices
 - Continue to provide ongoing and evidence-informed mental health and well being training to build capacity and skills of Professional Support Staff. This training continues to centre equity, cultural humility ([Toolkit developed by School Mental Health Ontario for staff and mental health professionals](#)) and understanding intersectionality, and identity-affirming practices from an equity, anti-racism, and anti-oppression lens.
 - Continue to build capacity through the integration and implementation of trauma-informed training that prioritizes the mental health and well being of students and staff.
3. Establish a system for monitoring and evaluating the impact of capacity-building initiatives on mental health awareness in collaboration with community identity-affirming agencies that support mentally healthy schools.
4. Bolster a culture of continuous learning, skill building, and improving access to community supports by promoting access, information sharing, open dialogue and feedback from community partners and organizations to stay updated on affirming evidence-informed practices and emerging trends in mental health awareness and support, that is culturally relevant and identity-affirming.

Resources and Actions 2024-2025

Tier 1:

- Annual Creating Spaces of Belonging Conference
 - Focuses on Indigenous approaches to well being.
 - Theme for 2024: Missing and Murdered Indigenous Women, Girls, and 2SLGBTQIA.
- Aanse: Indigenous Student Well being and Achievement Project
 - Includes Trauma-Informed Practices and Cultural Safety workshops.
 - Focuses on enhancing Indigenous student well being.
- Urban Indigenous Education Centre:
 - Trauma Informed and Culturally Safe Practices Professional Learning Series
 - Consists of 2- and 3-part workshops.
 - Part of the Biidaaban: Truth and Reconciliation Project.
 - Addresses confronting Anti-Indigenous Racism.
- Indigenous Community Resource Guidebook
 - Developed to provide support and resources for Indigenous communities.
- Professional Development for PSS Staff via SMHO
 - Provides Professional Development (PD) on various topics including Culturally Responsive Cognitive Behavioural Therapy, Combating Anti-Black Racism, and Substance Use Training via School Mental Health Ontario.
- Professional Support Services
 - Shared Language Mental Health Literacy
 - Presented by Mental Health Leads to all Guidance Counsellors, Aspiring Leaders, PSS staff, and school communities across over 250 schools.
 - Trauma-Informed and Healing Engagement
 - Delivers Trauma-Informed Professional Development to 500 PSS staff, all Guidance Counsellors, Early Years Team, and Aspiring Leaders.
 - Implemented a Train-the-Trainer Model with 100 Professional Support Services staff.
 - Anti-Sex Trafficking:
 - Developed 5 hours of professional development modules and sessions for staff and educators.
 - Provides leadership learning sessions and in-school training for educators, reaching over 200
 - Suicide Prevention:
 - Conducts Suicide Protocol Training for over 400 schools via Social Work staff.
 - Plans to provide ASIST Training and SafeTalk Train-the-Trainer model with PSS staff.
- Culturally Adaptive Cognitive Behavioural Therapy (CA-CBT)
 - Providing CA-CBT for 90 Social Workers.

- Addictions:
 - Provided Addictions & Naloxone Training for Professional Support Services Staff, expanding to Guidance and Alternative Program Staff.
 - Developing the Naloxone Procedure
- Bell Let's Talk Mental Health
 - Curated and provided resources for Students, Parents/Caregiver/Guardians, Support Staff, and Educators.
- Mental Health & Well being Website
 - Updated and revised the internal Mental Health & Well-Being TDSB site for staff.
 - Updated and revised the external Mental Health & Well-Being site.
- Staff Mental Health & Well being Initiatives:
 - Provided and facilitated wellness evening initiatives, with over 500 staff members attending.
 - Implemented various Staff Mental Health & Well Being initiatives.

Goal 2 – Transforming Mental Health Delivery Grounding Trauma-Informed Care, Shared Language Mental Health Literacy and Equity

Implement stigma, trauma informed practice and capacity building skills.

Key Success Indicators 2024-2025

1. Develop culturally relevant and identity-affirming programming that centres identities, inclusivity which promotes a sense of mattering and belonging for every student and staff.
2. Build capacity for strategies that promote positive student mental health and engagement, increase student achievement and attendance through culturally relevant and inclusive programming that meets the needs and interests of every student.
3. Empower student voice and perspectives to capture lived experiences through ongoing student informed initiatives and committees that intentionally reflect intersecting identities and uplift student voices focused on equity within mental health and well being, trauma-informed care, addictions, suicide awareness, and anti-sex trafficking.
4. Develop mental health identity-affirming toolkits.
5. Update and enhance the centralized hub for culturally relevant and inclusive mental health support services and resources that is easily accessible to all students, staff, and families.
6. Ensure that culturally relevant and identity-affirming support services and resources are inclusive of all identities (i.e., Black, Indigenous, 2SLGBTQIA+ including other marginalized students and students identified with disabilities/special needs) and intersecting identities.

Resources and Actions 2024-2025

Tier 1:

- Children's Mental Health Week Resources

- Created a Padlet for staff to share initiatives and activities for Children’s Mental Health Week
- Anti-Sex Trafficking Resources
 - Conducted PD and capacity building sessions with community partners.
 - Provided the Onechild.org anti-sex trafficking toolkit.
- Summer Learning Mental Health Initiatives
 - CYW and Social Workers offered daily mental health and well being groups/initiatives during summer school, collaborating with community partners.
- Mental Health & Leadership Portal
 - Collaborated with Executive Superintendents to support Lead Mental Health & Well Being Administrators, providing resources and support in each school community.
- Attendance and Engagement Strategies for Leadership (SOE’s and Administrators)
 - Presented attendance engagement strategies, procedures, policy, and legislation to all leaders.
- Mental Health Reach Out to Secondary Students
 - Distributed magnets with Mental Health contact information to all secondary schools.
 - Created daily announcements for principals to remind students about mental health and access to support.
- Anti-Sex Trafficking Community Collaborative
 - Held regular meetings with Mental Health partners and community agencies supporting anti-sex trafficking initiatives.
- Anti-Sex Trafficking Webpage
 - Established an external Anti-Sex Trafficking Website connecting parents, caregivers, guardians, staff, and students with identity-affirming community support.
- Addictions Awareness & Prevention Webpage
 - Developed a Substance Use/Misuse/Abuse external website featuring student voices.
- Telepsychiatry with Hospital for Sick Kids; Centre for Addiction and Mental Health and STRIDES
 - Referrals for students and families to telepsychiatry services for enhanced accessibility and reach.
- Policy/Procedure Updates Updates various policies including Abuse and Neglect, Sexual Misconduct, and creating an Anti-Sex Trafficking Policy.
- Mental Health & Well being App.
 - Supported and consulted in the building of the TDSB Mental Health & Well-being App. for secondary students that provides immediate access to mental health resources.

Tier 2:

- Suicide Prevention Pilot Wellness Program with Sunnybrook Hospital
- Offered the Harry Potter, MyOwl program to students in grades 7-8 to strengthen wellness and reduce thoughts of suicide and self-injurious behaviours.

- Anti-Sex Trafficking: Healthy Masculinity Pilot Program in Malvern
 - Conducted a workshop on healthy masculinity for male identifying students to build awareness and bring action plans into their school spaces.
- Students4Wellbeing and Mental Health Leads: Ursula Franklin Academy Wellness Conference
 - Participated and co-facilitated Shared language mental health literacy presentations during their wellness conference to over 100 students.
- Exercise2Success: Mental and Physical Wellness Group
 - Provides programming in 5 secondary and middle schools to build student mental health and wellness capacity.

Goal 3 – Equity in Action for Mentally Healthy Schools *Embedding principles of Truth and Reconciliation Calls to Action, equity, anti-racism, anti-oppression and human rights into every aspect of mental health and well being.*

Key Success Indicators 2024-2025

1. Inform, collaborate, and partner with Indigenous affirming community organizations to inform programming and initiatives that meet unique mental health and well-being needs and challenges faced by Indigenous Métis, and Inuit and intersecting social identities.
2. Inform, collaborate, and partner with Black affirming community organizations to inform programming and initiatives that meet the unique mental health and well-being needs and challenges faced by Black and intersecting social identities.
3. Inform, collaborate, and partner with Indigenous affirming community organizations to inform programming and initiatives that meet unique mental health and well-being needs and challenges faced by 2SLGBTQIA+ and intersecting social identities.
4. Inform, collaborate, and partner with Indigenous affirming community organizations to inform programming and initiatives that meet unique mental health and well-being needs and challenges faced by Students identified with Special Education Needs and intersecting social identities.
5. Inform, collaborate, and partner with affirming community organizations to inform programming and initiatives that meet unique mental health and well-being needs and challenges faced by students from various racial and social intersecting identities.

Resources and Actions 2024-2025

Tier 1:

- Urban Indigenous Education Centre:
 - Hosted the Creating Spaces of Belonging Conference focusing on Indigenous well being.
 - Conducted Trauma Informed Practices and Cultural Safety workshops under Aanse project.
 - Offered Trauma Informed and Culturally Safer Practices Professional Learning Series.
 - Developed Indigenous Community Resource Guidebook.
- Professional Support Services
- Black Mental Health:

- Conducted evening webinars and Talk Series to support Black Mental Health.
- Updated and enhanced Black Mental Health Resources.
- Gender Identity Group (GIG)
 - Held sessions to support families, wellness, and provide mental health resources for GIG members.
- identity-affirming Mental Health
 - Built partnerships with identity-affirming community partners for mental health support.

Tier 2:

- Black Mental Health Literacy-Grades 4-6
 - “Talking About Race & Racism” workshop series in 8 schools.
- Substance Abuse Program for African and Caribbean Canadian Youth
 - Provided addiction awareness seminars for 200 Black identifying youth in 4 secondary schools.
- Transition Supports: Mental Health for Neurodiverse Students
 - Supported students with disabilities/special education needs with transition programming for students and families in over 18 secondary schools.
- Abuse & Neglect of Students-Professional Development
 - Conducted compliance training and provided professional development on Abuse and Neglect to school staff. Supported over 250 schools.
- Child and Youth Services Courageous Conversations
 - Hosted Courageous Conversations on Anti-Racism for staff.

Goal 4 – Positive Engagement for Students

Enhance and foster positive student and parents/caregivers/guardians’ engagement.

Key Success Indicators 2024-2025

1. Develop and maintain mental health identity-affirming toolkits to support student engagement while updating the centralized hub for mental health support services to enhance accessibility for all stakeholders.
2. Collaborate with PSS staff and community partners to build capacity for student-led mental health initiatives, addressing various aspects such as mental health, addictions, anti-sex trafficking, and suicide prevention.
3. Implement inclusive strategies to foster a welcoming environment where every student and staff member feels valued and respected, regardless of their backgrounds or identities, promoting a culture of belonging.
4. Facilitate opportunities for students and staff to engage with one another, fostering supportive relationships within the school community, while ensuring that mental health resources are readily available and easily accessible for their well-being.
5. Organize initiatives and events that celebrate diverse social identities, promote equity and inclusion, and cultivate a culture of respect and understanding within the school environment.

Resources and Actions 2024-2025

Tier 1:

- Professional Support Services - Children's Mental Health Week Resources
- Organized a Week of Culturally Responsive Mental Health Activities for Students, Caregivers, Guardians, Support Staff, and Educators.
- Let's Connect About Mental Health & Well being Webinar
 - Conducted virtual webinars addressing mental health and well being, featuring various topics and guest speakers.
- Youth In Care Conference
 - Hosted a conference led by youth voices focusing on mental wellness and well being for youth in care.

Tier 2:

- Human Trafficking Awareness
 - Collaborated with Victim Services of Toronto and Onechild.ca to organize a symposium on anti-sex trafficking awareness and healthy relationships. Over 34,548 students supported and 188 schools did the 2 hour training.
 - Covenant House presentations: 6548 students and 335 staff and over 30 schools
- Toronto Public Health Nurses: Youth Mental Health & Addictions Champion Pilot Project
 - Implemented a pilot project providing support for addictions and mental health learning to students in 4 secondary schools.
- Youth Substance Abuse Program for Alternative Schools
 - Delivered substance use awareness and support to students in alternative programs, starting with a pilot at Parkview Alternative.

Goal 5 – Student, Parent/Caregiver/Guardian and Community Voice *Integrate the voices of students, parents/caregivers, guardians and the community at both local and district levels through ongoing partnerships and collaborations.*

Key Success Indicators 2024-2025

1. Establish a system for monitoring and evaluating the impact of capacity-building initiatives on mental health awareness in collaboration with TDSB Research.
2. Facilitate the Parent as Partners for Mental Health and Well Being Committee, the Students4WellBeing Committee and the Professional Support Services Mental Health and Well Being Committee.
3. Regularly consult and meet with the Mental Health, Anti-Sex Trafficking and Addictions Community Collaborative composed of community and identity-affirming partners two to three times a year to sustain ongoing communication and feedback about TDSB mental health, addiction and anti-sex trafficking initiatives.

4. Collaborate with external partners and organizations to stay updated on affirming evidence-informed practices and emerging trends in mental health awareness and support, that is culturally relevant and identity-affirming for Professional Support Services Staff and Staff.
5. Strengthen collaborative relationships with local community agencies to build ongoing educational initiatives about mental health literacy, trauma-informed care, addictions, suicide awareness, and anti-sex trafficking.
6. Enhance ongoing collaboration with community partners to incorporate accessible pathways to provide access to culturally responsive and identity-affirming services and programming for students and families such as treatments centres, Educational Community Partnership Programs (ECP) and hospitals to enhance bridging of mental health and well being supports.

Resources and Actions 2024-2025

Tier 1:

- Professional Support Services - Virtual Office Hours
 - Offered virtual drop-in sessions after school hours for parents seeking support from regulated health care professionals.
- Parent Involvement Advisory Committee Conference
 - Provided access to conferences promoting comprehensive mental health practices, fostering collaboration and innovation for parents/caregivers/guardians.
- Social Work Virtual Fair for Parents/Caregivers/Guardians
 - Conducted virtual community fairs with identity-affirming community agencies to provide resources and care for parents/caregivers/guardians of students with special education/complex needs.

Tier 2:

- Urban Indigenous Education Centre - Indigenous Student Summer Leadership Program
 - Implemented a summer leadership program for Indigenous students aimed at fostering leadership skills and cultural connection.
- Professional Support Services
 - Holds regular meetings with identity-affirming community partners to establish formalized partnerships for students, parents/caregivers/guardians, and staff.



Resources



Utilizing the Ministry funds numerous identity-affirming Tier 1 and 2 initiatives were developed strengthening mentally healthy school spaces and supporting capacity building in areas such as foundational shared mental health literacy language, trauma-informed and healing engagement care, anti-sex trafficking, addictions awareness and suicide prevention for staff, students and parents/caregivers/guardians.

The Key Success Indicators will continue during the 2024-2025 school year with Resources and Actions that continue to build and develop mental health and well being initiatives.

The following tools and resources support the implementation of the Action Plan.

- City of Toronto: [Our Health Our City: A Mental Health, Substance Use, Harm Reduction and Treatment Strategy for Toronto](#)
- PPM 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols
- PPM 169 Student Mental Health
- [Right Time, Right Care](#): Strengthening Ontario's Mental Health and Addictions System of Care for Children and Young People.
- School Mental Health Ontario: [Leading Mentally Healthy Schools Reflection Tool Kit](#)
- School Mental Health Ontario: [Foundations for Mentally Healthy Schools Resources and Tool Kits](#)
- School Mental Health Ontario: [Cultural Humility Self-Reflection Tool for School Staff](#)
- School Mental Health Ontario: [Parents and Caregivers](#)
- School Mental Health Ontario: [Actions for Caring Adults in Student Engagement Initiatives Related to Mental Health](#)
- School Mental Health Ontario: [Student Engagement Toolkit](#)
- School Mental Health Ontario: [Mental Health Lesson Plan for Educators-Wayfinder](#)
- School Mental Health Ontario: [Supporting Mental Wellness Amongst Students with Special Education Needs](#)
- [TDSB Student Census 2023](#)
- Children's Mental Health Ontario Facts & Figures: Key facts and data points
<https://cmho.org/facts-figures/>
- Hospital for Sick Kids Mental Health Strategy
[SickKids-Mental-Health-Strategic-Plan.pdf](#)

