

2024-2025 One Year Action Plan related to the TLDSB Three Year Student Mental Health and Addiction Strategy

TLDSB's one year Action Plan builds on the achievements from our previous Mental Health and Addictions Strategy and prioritizes key actions to be taken in the 2024-25 school year. The One Year Action Plan also highlights the school board's progress in the implementation of the 11 requirements of [Student Mental Health PPM 169](#).

TLDSB will provide culturally responsive, identity affirming mental health and well-being awareness, promotion, prevention, early identification and intervention to best support **every student**. The mental health priority areas and commitments for TLDSB are to:

| Priority Areas: | Key Performance Indicators |
|---|--|
| <p>Promote mental health literacy and wellness</p> <p>Mental health literacy encompasses a spectrum of knowledge, understanding, abilities and self-awareness that empowers us to care for our own mental health and well-being, assist others, and navigate avenues for support. It is a journey that spans a lifetime.</p> <p>Key Actions</p> <ol style="list-style-type: none"> 1. Prioritize mental health and addictions learning for staff and students including the importance of mental health promotion and stress management. 2. Establish a board Mentally Healthy Schools Leadership Team. 3. Continue Mental Health Champions program bringing educators together for targeted learning about mental health. 4. Expand the implementation of the preVenture program targeting grade 8 students across the system. 5. Continue universal practices of mental health promotion as part of the whole classroom and school culture with support from the Mental Health Counsellor Team. 6. Deliver Mental Health in Action modules to increase staff mental health literacy and support everyday mental health in the classroom. 7. Implementation of the Trails to Wellness Social and Emotional Learning and increase parent communication to extend this learning into the home. | <ul style="list-style-type: none"> <input type="checkbox"/> Participation rate in preVenture <input type="checkbox"/> Data collection for tier one supports <input type="checkbox"/> Feedback surveys on role specific learning <input type="checkbox"/> Participation rate in MH-Lit in Action <input type="checkbox"/> Engagement rate for Trails programming <input type="checkbox"/> Focus groups and interviews |

Equip students, staff, and caregivers with the knowledge to identify mental health concerns and available resources

Key Actions

1. Support educators with the implementation and delivery of specific mandatory mental health literacy.
2. Increase parent/guardian engagement in family mental health literacy and awareness through regular newsletters, family resources on our public facing website, and parent/guardian/family engagement activities.
3. Update and implement the TLDSB protocols specific to Suicide Prevention, Intervention, and Postvention and Tragic Event Response including stakeholder consultation and clear communication about help-seeking.
4. Implementation of a multi-tiered system of support including a continuum of evidence-informed prevention and early intervention strategies.
5. Sustain expertise in the Mental Health Counsellor Team as well as regular clinical supervision to ensure consistency in the delivery of evidence-informed interventions across the system.
6. Provide virtual care delivery of mental health services when in-person services are not accessible.
7. Increase our understanding of school absenteeism and support students where absences are connected to mental health.

- Completion rate for MH Lit modules
- Attendance at parent engagement events
- Resources developed
- Updated protocols in use
- Mental Health Counsellor referral data
- Feedback from stakeholders specific to continuum of care
- Improved school attendance in target schools

Collaborate with all stakeholders toward a shared vision of care

Key Actions

1. Continue to engage in community collaboration and joint local planning across all regions in TLDSB. This will include role clarification, standardized partnerships, and protocols for partnerships.
2. Clear pathways to/through/from care are to be clearly identified and communicated both on the TLDSB public-facing website and supported through the availability of parent consultations as part of our continuum of care.

- Clearly defined roles and responsibilities at each tier
- Regular community meetings by region
- Regional community breakfasts
- Review process for community partnerships
- Public facing website reflects pathways to care

Amplify student voice and leadership in mental well-being

Key Actions

1. Elevate student participation and leadership in mental health promotion including establishing secondary student mental health champions.
2. Continue to gather and use student voice to inform planning around mental health promotion, prevention, and early intervention.

- Youth champions of mental health identified in all secondary schools
- Data from climate survey and student voice used in school improvement planning