



Toronto District School Board 2023-2026 Mental Health and Addiction Strategy

To: Program and School Services Committee

Date: 5 June, 2024

Report No.: 06-24-4730

Strategic Directions

- Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action.
- Belong: All students belong, are engaged, and valued in an inclusive environment.
- Achieve: All students reach high levels of achievement, success, and personal development.
- Thrive: All students graduate with the confidence, skills, and knowledge to thrive.
- Revitalize: All students and staff learn and work in inclusive, safe, and modern environments.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

Recommendation

It is recommended that the three year (2023-2026) Mental Health and Addictions Strategy and one year Action Plan (2024-2025) be received.

Context

[Policy/Program Memorandum \(PPM\) 169 Student Mental Health](#), which took effect on January 1, 2024, prompts all school boards to create a three year Mental Health Strategy Plan with a one year Action Plan (Appendix C).

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 parents/caregivers/guardians.

This strategy is grounded in Truth and Reconciliation of Canada: Calls to Action, positive mental health and engagement, belonging for every student and staff, human rights, and equity in action to challenge impacts of stigma, oppression and racism on

mental health. The Strategy's objectives were informed by completed qualitative and quantitative responses (surveys and focus groups) with 295 parents/caregivers/guardians, 21 members of school councils and 13 parent/caregiver/guardian committees, 347 TDSB staff and students and 12 community focus groups.

Further, data from the TDSB 2023 Student Census and other mental health data from Centre of Addiction for Mental Health (CAMH), the City of Toronto and the Canadian Mental Health Association (CMHA)¹ also supported the Strategy objectives. This Strategy grounds the continuation of creating mentally healthy schools which supports every student to achieve success and integrates their intersecting identities by:

- 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.

TDSB Data from the Student Census

Data from the [Hospital for Sick Kids' Mental Health Strategy](#), [Children's Mental Health Ontario](#) and based on recent Student Census overall results, students' feelings related to mental health and well being are showing recovery compared to data collected during the pandemic ([TDSB Student Census, 2023](#))². In total, 138,240 TDSB students (Grade 4 to 12) and parents/guardians/caregivers of Junior Kindergarten (JK) to Grade 3 participated in the Census. Students in grades 4 to 12 answered questions about their mental health and parents of students in JK to grade answered questions about their child(ren). When considering more nuanced data, the mental health and well

¹ In spring of 2023, approximately 1,100 TDSB students completed the CAMH Ontario Student Drug Use and Health Survey (OSDUHS). Results specific to TDSB should be made available late summer 2024. Overall results are available here: https://www.camh.ca/-/media/research-files/osduhs-summary-drug-use-report_2023.pdf

² <https://www.tdsb.on.ca/research/Research/Parent-and-Student-Census/-2023-Census>

being of different student identity groups might differ. Future Mental Health Strategy updates will provide analysis of this data.

The Census asked students many questions about their learning experience. Results indicate students' enjoyment in school decreases as grades increase. In the 2023 Census, only 35% of secondary students reported they enjoy school “all the time/often” compared to 59% of Grade 7-8 students, and 74% of Grade 4-6 students. With the exception of Grade 4-6 students, compared to previous Census results since 2011, students' enjoyment of school has decreased by 14% in Grades 7 - 8 and by 24% in Grades 9-12 ([TDSB Student Census, 2023](#))³. Furthermore, almost half of students (48%) feel like they need to hide some parts of their identity to fit in all the time, often or sometimes ([TDSB Student Census, 2023](#))⁴.

Given the close association between enjoyment of school and positive learning experiences within school, these proportions are worrying when considering the impact on students' sense of belonging, and students' mental health and well being. Additional important Student Census data related to student mental health and well being indicates the students' mental health and well being is supported by educators, but there are additional areas of support that will be impacted by the actions within the Mental Health and Addiction Strategy as the data indicates:

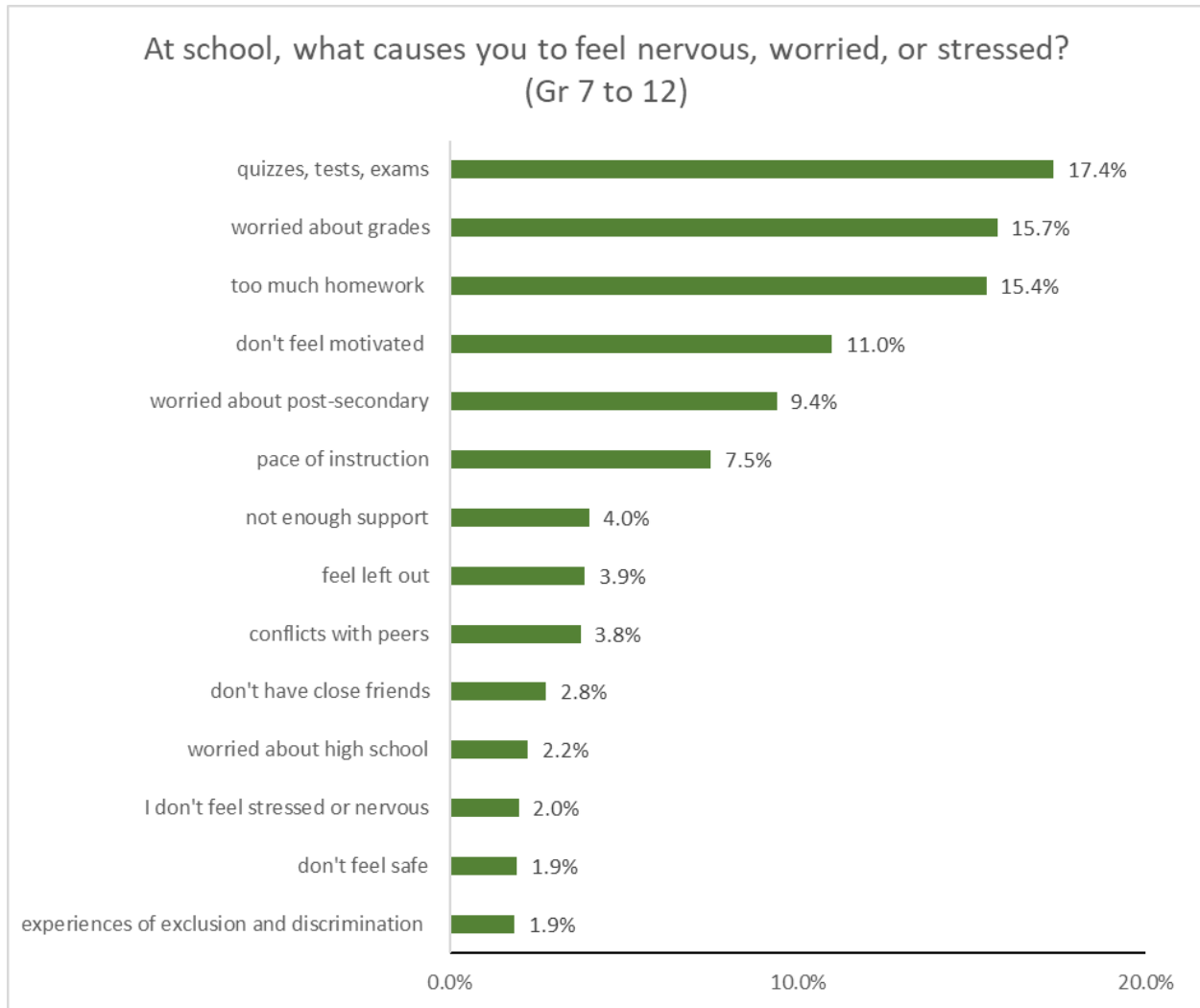
- 88% of students indicated that teachers and other school support staff support students' mental health and well being (all the time/often/sometimes)
- 75% of students indicated that their teacher checks-in with them when they are upset (all the time/often/sometimes)
- 63% of students indicated there 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.
- 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.
- 29% of students indicated that their school has spaces they feel comfortable using to de-stress and take care of their mental health.
- 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).
- 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

³ <https://www.tdsb.on.ca/research/Research/Parent-and-Student-Census/-2023-Census>

⁴ <https://www.tdsb.on.ca/research/Research/Parent-and-Student-Census/-2023-Census>

students' experiences are compared, although both groups had similar concerns, elementary students had a slightly higher proportion of peer related stresses. See figure 1.

Figure 1: Causes of feeling nervous, stressed, and worried at school



Mental Health and Addiction Strategy-2023-2026

The TDSB Children and Youth Mental Health Strategy, launched in 2013, initially aimed to integrate, enhance, and embed mental health and well being practices that would support the building of mental health literacy for students, staff and parents/caregivers/guardians. Building and learning from the initiatives from 2013 has provided great insights into the 2024-2025 Goals, Key Success Indicators and the Resources and Actions of the Strategy (Appendix A). The objective of this strategy is to build mental health capacity for all, so that every student in every TDSB school achieves success and feels well supported with a strong circle of care.

The 2023-2026 Strategy has integrated the continuation of the work already grounded from the first established TDSB Multi-Year Strategic Plan (MYSP) in 2018 as well as the initiatives in the renewed 2024-2028 MYSP. As part of the Strategy plan, each school is expected to engage in building shared language mental health literacy along with having knowledge of the goals. This supports the integration of processes within

their schools to create mentally healthy school spaces, centring equity, belonging, well being and student achievement.

The creation of the 2024-2025 Resources and Actions (Action Plan) has been informed by integrating input from students', parents'/caregivers'/guardians' voices, identity-affirming community agencies, and collaboration with TDSB departments, including the Centre of Excellence for Black Student Achievement and the Urban Indigenous Education Centre. The Action Plan was further informed through strong partnership and collaboration with School Mental Health Ontario, the Ministry of Education-Mental Health Branch, and Toronto Public Health. This Action Plan encompasses multi-tiered mental health and well being approaches, supports and initiatives.

Action Plan and Associated Timeline

Commitment to Date

The TDSB has long prioritized mental health and wellbeing capacity building, laying a robust foundation for support services and outreach, even prior to the development of this current Strategy. Spearheaded by our dedicated Professional Support Services (PSS) Staff (i.e. Social Workers, Child and Youth Workers, Child and Youth Counsellors, and Psychology staff) along with Mental Health Leads, we remain dedicated to building and supporting mentally healthy school environments. They focus on building capacity around shared language mental health literacy, providing trauma-informed care, raising awareness about issues such as anti-sex trafficking and addiction, and offering suicide prevention support for staff, students, and parents/caregivers/guardians.

PSS staff and Mental Health Leads remain in the forefront of mental health service promotion, provision and training, playing a pivotal role in nurturing the wellness of students, parents/caregivers/guardians and staff.

The Strategy serves to continue to fortify and amplify the impactful work already undertaken by our Professional Support Services Staff, Mental Health Leads and school staff. We aim to cultivate holistic, inclusive, and multi-tiered actions that support mentally healthy schools by continuing to collaborate and build strong relationships with school staff, administrators, identity-affirming community agencies, and community partners, centring the voices of students and parents/caregivers/guardians. This framework will continue to build from evidence-informed and emerging knowledge which enhances and integrates identity-affirming mental health supports and prioritizes collaborative interventions honouring students' intersecting identities and voices. The Strategy and Action Plan endeavours to support that every student feels that they belong and school spaces reflect their intersecting identities.

Mental Health Goals and Action Plan

Within a multi-tiered approach, (Appendix B), 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 of the Mental Health and Addiction Strategy (Appendix A) outline the **S.T.E.P.S.** to Mentally Healthy Schools:

1. Sustaining and Enhancing Shared Language Mental Health Literacy

- Shared Language Mental Health 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.

2. Transforming Mental Health Delivery

- 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.

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.

3. *Equity in Action*

- Integrating impacts of stigma on mental health and well being for students, parents/caregivers/guardians and staff.
- 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-S)
- 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.

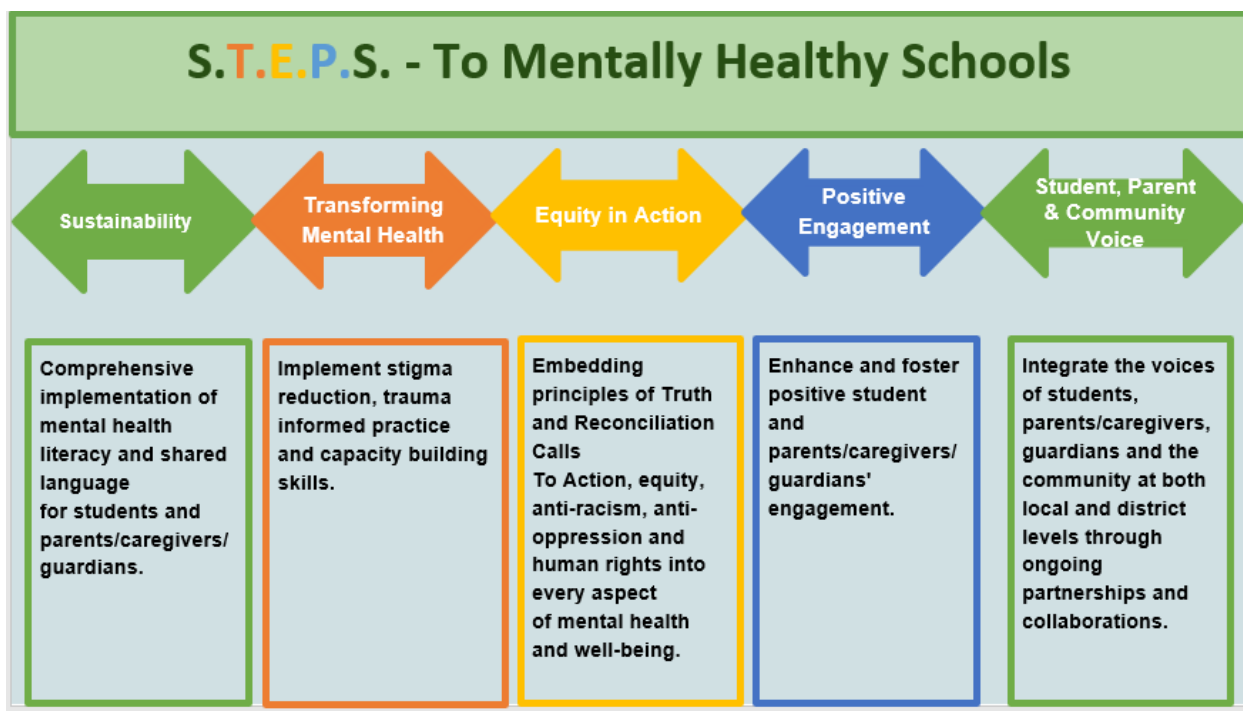
4. *Positive Student Engagement*

- 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.

5. *Student, Parent/Caregiver/Guardian and Community Voice*

- Continue to meet with students, parents/caregivers, staff, 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 87 identity affirming community agencies and community partners that provide feedback, resources and suggestions about TDSB's anti-sex trafficking, mental health and addiction initiatives and strategies.



Addictions Strategy alongside a one-year Mental Health Action Plan for 2024-2025. The Resources and Actions 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/caregivers/guardians 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 Strategy may incorporate additional indicators as implementation progresses. Details of the 2024-2025 Key Success Indicators and Resources and Actions are in Appendix A.

Resource Implications

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](#)
- 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](#)
- [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](#)

Communications Considerations

Professional Support Services will work with Communications and Public Affairs to establish a communications plan to effectively communicate the Mental Health and Addictions Strategy internally and externally.

Board Policy and Procedure Reference(s)

- Toronto District School Board: [Abuse and Neglect of Students \(PR 560\)](#)
Toronto District School Board: [Anti-Sex Trafficking Policy \(099\)](#)
- Toronto District School Board: [Life Promotion/Suicide Prevention, Intervention and Postvention Protocol](#) (PR 726)
- Equity Policy (P037)
Human Right Policy (P031)

Appendices

- Appendix A: 2023-2026 Mental Health and Addiction Strategy, 2024-2025 One Year Action Plan & Key Success Indicators, S.T.E.P.S to Mentally Healthy Schools
- Appendix B: School Mental Health Ontario Intervention and Pathways to Care
- Appendix C: PPM 169 Student Mental Health Implementation Requirement for School Boards

From

Louise Sirisko, Associate Director, Instructional Innovation and Equitable Outcomes
Louise.Sirisko@tdsb.on.ca

Shameen Sandhu, System Leader, Mental Health and Professional Support Services
Shameen.Sandhu@tdsb.on.ca

Imani Hennie, Mental Health Lead, Imani.Hennie@tdsb.on.ca

Annette Grossi, Mental Health Lead, Annette.Grossi@tdsb.on.ca

Appendices

Appendix A

2023-2026

MENTAL HEALTH AND ADDICTION STRATEGY

2024-2025 ONE YEAR ACTION PLAN & KEY SUCCESS INDICATORS

S.T.E.P.S TO MENTALLY HEALTHY SCHOOLS

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

1. Provide ongoing updated training 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

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 schools.
 - 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

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

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:

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 students and intersecting 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 students and intersecting 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 students and intersecting identities.
4. Inform, collaborate, and partner with identity-affirming community organizations to inform programming and initiatives that meet unique mental health and well being needs and challenges faced by students identified with disabilities/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 intersecting identities.

Resources and Actions

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:

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 Professional Support Services 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 making mental health resources readily available and easily accessible for their well being.
5. Organize initiatives and events that respect diverse identities, promote equity and inclusion, and cultivate a culture of respect and understanding within the school environment.

Resources and Actions

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:

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 (ECPP) and hospitals to enhance bridging of mental health and well being supports.

Resources and Actions

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.

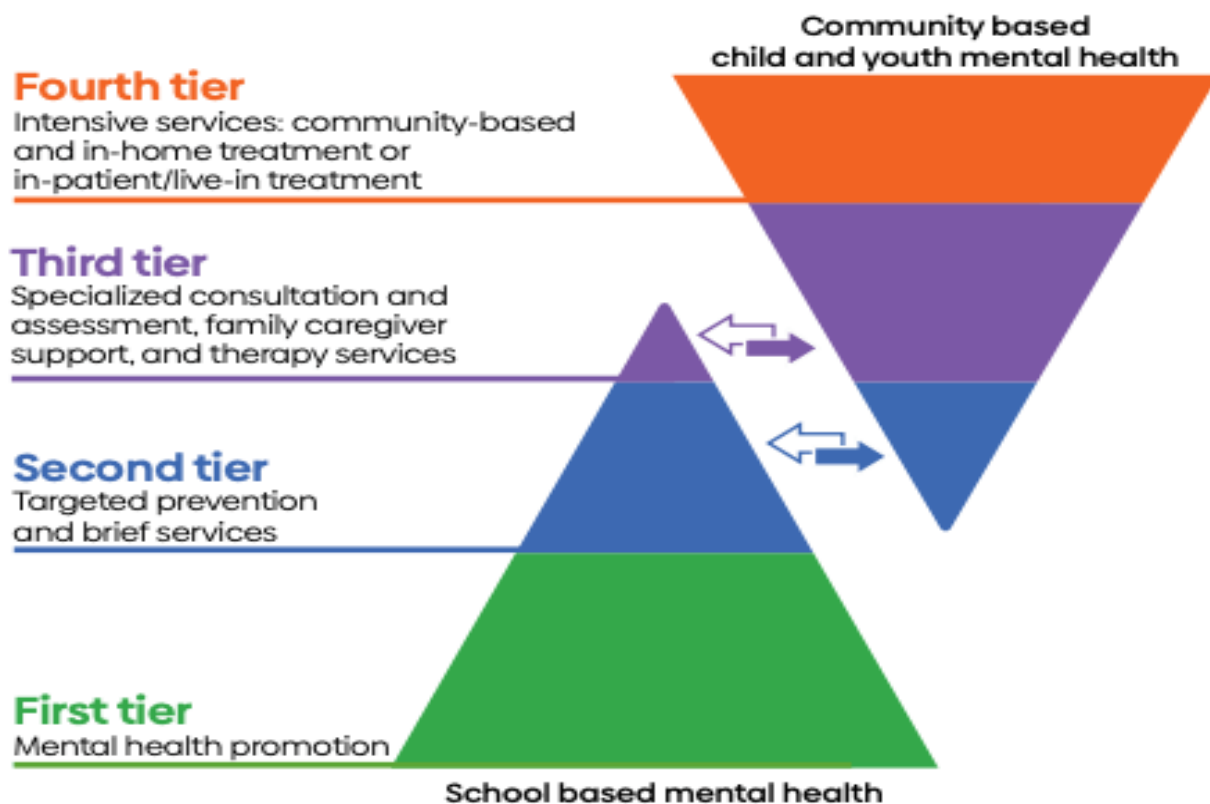
Tier 2:

- 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.

Appendix B

SCHOOL MENTAL HEALTH ONTARIO INTERVENTION AND PATHWAYS TO CARE

Retrieved from: School Mental Health Ontario [Intervention and pathways to care \(tier 3\)](#)
- [School administrators](#) - [School Mental Health Ontario \(smho-smso.ca\)](#)



Appendix C

PPM 169 STUDENT MENTAL HEALTH IMPLEMENTATION REQUIREMENT FOR SCHOOL BOARDS

Policy/Program Memorandum (PPM) 169

Requirements for School Boards

3 YEAR MENTAL HEALTH STRATEGY & 1 YEAR ACTION PLAN

JOINT PLANNING WITH COMMUNITY MH PROVIDERS

MULTI-TIERED SYSTEM OF SUPPORT

EVIDENCE-INFORMED BRIEF INTERVENTIONS

SUICIDE PREVENTION, INTERVENTION & POSTVENTION

VIRTUAL CARE

ENHANCE EDUCATION & STAFF MH LITERACY

MANDATORY MH LITERACY FOR STUDENTS

FAMILY MH AWARENESS

SOCIO-EMOTIONAL LEARNING

MH ABSENCES