

2025-2026 One-Year Mental Health and Well-Being Student Action Plan

The Durham District School Board (DDSB) recognizes that good mental health is an important foundation for connection, well-being and learning. The DDSB 2025-2026 Mental Health and Well-Being Plan reflects our commitment to cultivate the conditions for meaningful learning environments, where all our students feel they are welcomed and where students are engaged in school life, both in their classroom learning and the larger school environment; where they know they are valued, seen and heard, where their identities are affirmed, where they belong and are connected to adults that care and are present to their lived realities.

At the DDSB, we commit to:

- Supporting the everyday mental health and well-being of students,
- Providing identity affirming supports and resources, as needed, and
- Connecting students and staff to pathways for support.

The 2025-2026 One Year Action Plan supports and guides the implementation of the DDSB 2025-2028 Mental Health and Well-Being Plan.

Learn to Understand

- Everyday interactions that help foster schools and classrooms where every student experiences a sense of belonging.
- Mental health and well-being is woven into the everyday conversations and practices.

Support to Strengthen

- Bolster skills to ensure mental health promotion is a part of everyday classroom and school environments and experiences.
- Build and strengthen practices that centre student's identity.

Connect to Pathways

- Strong pathways to, from and through meaningful support for the mental health and well-being of every student that is identity-affirming and culturally relevant.

PPM 169 Student Mental Health	Learn	Strengthen	Connect
Three-Year Mental Health and Addictions Strategy and One-Year Action Plan	✓		
Joint Local Planning with Community-based Child and Youth Mental Health Providers			✓
Multi-Tiered System of Supports	✓	✓	✓
Consistent Use of Evidence Informed Brief Interventions and Standardized Measurement		✓	✓
Virtual Care Delivery			✓
Suicide Prevention, Intervention, and Postvention Protocols			✓
Enhanced Educator and Staff Mental Health Literacy	✓	✓	
Mandatory Mental Health Literacy Learning for Students	✓		
Family Mental Health Literacy and Awareness	✓		
Social Emotional Learning		✓	

Learn to Understand

- Everyday interactions that help foster schools and classrooms where every student experiences a sense of belonging.
- Mental health and well-being is woven into the everyday conversations and practices.

Key Action:

Meaningful engagement of staff specific to the everyday interactions that:

- Create and sustain help foster environments where staff have a sense of belonging.
- Support how mental health and well-being is woven into the everyday conversations and practices.

Anticipated Outcome:

Focused check-ins throughout the year that provide feedback and can inform training and supports around:

- Creating and sustaining environments where staff have a sense of belonging.
- Supporting how mental health and well-being is woven into the everyday conversations and practices.

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Key Action:

Support educator implementation of the mental health modules within the specific curriculum strands.

Anticipated Outcome:

Support the implementation of Grade 6, Grade, 7, Grade 8 and Grade 10 mental health modules in partnership with Teaching and Learning and Student Success.

Key Action:

Increased caregiver engagement and sharing information on topics relating to student mental health and well-being.

Anticipated Outcome:

Provide parent/caregiver presentations through Parent Conference, Speaker Series, and/or Parent Councils in partnership with Family and Community Engagement.

Strengthen to Support

- Bolster skills to ensure mental health and well-being promotion is a part of everyday classroom and school environments and experiences.
- Build and strengthen practices that centre student's identity and experiences.

Key Action:

Provide strength-based mental health and well-being promotion learning and skill development opportunities rooted in an understanding of the impact of creating and sustaining the conditions for mentally healthy and inclusive school and classroom environments.

Anticipated Outcomes:

1. School leaders will be able to demonstrate enhanced understanding and implementation of leadership practices to support student mental health and well-being by being able to specifically identify and describe elements of:
 - School Mental Health Ontario MH—Course,
 - Leading Mentally Healthy Schools e-Book and Desk Reference Guide, and
 - Engagement in the Leading Mentally Healthy Schools Community of Practice.
2. School staff will be able to demonstrate and be able to describe practices related to the promotion of well-being and mental health that affirms the intersectional identities and varied lived experiences of students including but not limited to:
 - Focused training for school Well-Being Leads,
 - Supporting Student Mental Health and Well-Being Community of Practice,
 - Social Emotional Learning,
 - Mental Health literacy,
 - Mental Health First Aid,
 - SafeTALK,
 - Applied Suicide Intervention Skills Training,
 - Assessment of Risk and Threat to Others, and
 - Trauma Informed Practices.
3. Students report school environments that support their well-being.

Key Action:

Cultivate student leadership, participation and agency.

Anticipated Outcomes:

1. Provide meaningful opportunities for engagement for student voice included but not limited to the following;
 - Student affinity spaces such as Black Student Association (BSA), Muslim Student Association, and Gender and Sexuality Alliance (GSA),
 - Student Mental Health Advisory Council, and
 - Student Senate.
2. Enhanced leadership opportunities for students to strengthen mental health and well-being promotion as a part of everyday practices in classrooms and schools.

Connect to Pathways

- Strong pathways to, from and through meaningful support for the mental health and well-being of every student that is identity-affirming and culturally relevant.

Key Action:

Continue to provide evidence-based equity-centred, identity affirming mental health supports and services.

Anticipated Outcomes:

1. Students have access to identity affirming and identity centred mental health services through the following:
 - Individual therapy (on-going and single session),
 - Group therapy,
 - Support to parent(s)/caregiver(s),
 - Consultation with school teams, and
 - Crisis Response.
2. Affinity spaces and group programming to include but not limited to Affirm (for 2SLGBTQIA+ identifying students), BeMe (Black Excellence Made Evident for Black identifying students), GSAs and BSAs, Trails to Wellness.

Key Action:

Enhanced clarity of Board protocol, Service Pathways, and related responsibilities.

Anticipated Outcome:

Provide board-wide training on relevant mental health related protocols/procedures, including:

- Suicide Prevention, Intervention, and Postvention Protocol,
- Traumatic Response Protocol, and
- DDSB Mental Health Services pathways to, from and through care.

Key Action:

Continue to actively engage with and collaborate in joint local planning related to student mental health and wellness.

Anticipated Outcomes:

1. Establish and share relevant information including standardized partnerships, protocols and processes through review of current Memorandum of Understandings and other partnerships with community-based agencies that provide direct and adjacent to child and youth mental health and well-being supports to include but not limited to services and organizations such as;
 - store front services,
 - food banks and food security resources,
 - housing and shelter services,
 - youth services,
 - community health,
 - child and adolescent mental health organizations,
 - hospital services, and
 - accessibility services.
2. Strengthened coordinated care pathways for students and families.